

Universidad Distrital Francisco José de Caldas – Bogotá D.C.

Analyzing Conversation Strategies among Colombian EFL Learners

by

Ricardo Alfonso Nausa Triana

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Advisor:

Prof. Alberto Abouchaar

## APPROVALS

This thesis for the Master of Arts degree by  
Ricardo Alfonso Nausa Triana  
has been approved for the  
School of Social Sciences and Education of  
Universidad Distrital Francisco José de Caldas  
By

---

Advisor: Alberto Abouchaar

---

Committee member: Anne-Marie Truscott de Mejía

---

Committee member: Harold Castañeda

Date \_\_\_\_\_

This thesis is dedicated to the memory of José Felipe Pardo.

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# LIST OF CD'S TRACKS

CD 1	Conversation Excerpts + Complete Conversations	Thesis page	Track in CD
	(1.1) Hi, do you live around here	77	1
	(1.2) Good morning	78	2
	(1.3) The number one	78	3
	(1.4) Wait a minute, please	79	4
	(1.5) You start	79	5
	(2.1) Negotiation	85	6
	(2.2) Where in Tolima	86	7
	(2.3) I live near the Universidad Nacional	87	8
	(2.4) uich, It's a big family	88/9	9
	(2.5) I go straight to work	89	10
	(2.6) My mother is from Tolima	90	11
	(2.7) Living near a university is a nuisance	93	12
	(2.8) I just work in the evenings	94	13
	(2.9) I like soccer	95	14
	(2.10) a break Así suena	96	15
	(2.11) en el sur, en la Coruña	97	16
	(2.12) I work full time at ETB...	98	17
	(2.13) ah, ok (I know)	101	18
	(2.14) Usually	101	19
	(2.15) Really	102	20
	(2.16) It's the more typical activity	103	21
	(2.17) No overlaps or latching	105	22
	(2.18) The parks are bigger	106	23
	(2.19) How are YOU	107	24
	(2.20) Chicoral	110	25
	(2.21) La Candelaria is nice	111	26
	(2.22) I don't like some people in my neighborhood	112	27
	(2.23) what's a crowded	113	28
	(2.24) The intonation... The intonation	114	29
	(2.25) My little sister	115/6	30
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## ABSTRACT

In recent years, there has been a growing interest in the teaching of conversation strategies in the EFL classroom. This is reflected in how institutional programs and textbook series regard conversation management as crucial in the learning of the L2. Classrooms, in this sense, have become spaces for active socialization, and have given the study of conversation a status as important as the status given to grammar or pronunciation. This has resulted in the increase of opportunities for students to have meaningful conversation practices and to develop socialization skills in the EFL classroom. However, conversational practices do not always resemble what is taught in the conversation class. This study focuses on the strategies that a group of beginner learners at the Centro Colombo Americano in Bogota developed after a three month period of instruction on pragmatic and strategic aspects of conversation in English. It proposes a concrete methodology to help students to understand and use strategies in conversations: pragmatic awareness through conversation analysis. It also seeks to set up taxonomy of conversation strategies Colombian beginner learners develop. This taxonomy organizes conversation strategies in three main categories: strategies to i) begin, ii) keep and iii) finish conversations. Strategies are analyzed from a Conversation Analysis perspective.

# ANALYZING CONVERSATION STRATEGIES AMONG COLOMBIAN EFL LEARNERS

## Introduction

Most of the work that is done in FL classrooms is aimed at improving students' linguistic and communicative competences. Students are expected to learn the language and to use it for communication purposes in the four language skills. There is a lot of emphasis on the use of language as a means to convey ideas and on how accurately it is used. Recent pedagogical proposals (e.g. Mir, 2001) have focused on the importance of using language in a way that is appropriate for the context, the participants and the kind of interaction that is taking place, which is evident in the adoption of pragmatics as the organizing principle of their curricula (Rose & Kasper, 2001). Hence, the function of language would not only be to make sentences or convey facts and knowledge, which Halliday (1973) refers to as the representational function of language, but also to build social bonds, tolerance and respect among people who use it to interact, in sum, the interactional function of language (as cited by Brown, 2007).

As a teacher of a binational language center in Bogotá, I have witnessed two interesting phenomena. First, sometimes conversations end up with students' feeling uncomfortable or avoiding to interact with specific classmates, because they (the former or the latter) lack linguistic resources to convey messages or are unable to adapt to the kind of interaction that is taking place. This, one might be tempted to say, is a phenomenon seen in multicultural settings (e.g. people from different countries, ethnicities, social strata and the like); however, it happens among people who share many of these features (i.e. all of them live in Bogota, have similar jobs or occupations, are

middled-class, etc.) Thomas (1983) has referred to this phenomenon as *Pragmatic Failure*.

Recent textbook series like Touchstone (Cambridge University Press), Top Notch (Pearson) and World Link (Longman) have tried to remedy this deficiency by including lessons that approach the use of conversation strategies as tools to be effective conversationalists, or to avoid pragmatic failure, in global English use settings (see appendixes 1 and 2). This is to say, they present students with situations that allow them to understand the contexts of interaction in which English is used. They include communicative activities in which students can develop conversation strategies, preceded by preparation activities in which students rehearse specific pragmalinguistic and pragmatic behaviors and linguistic tools.

This takes us to the second phenomenon: despite being presented with specific strategies and expressions, students tend to develop their own. In other words, strategies and their accompanying gambits in the textbook and class instruction do not translate entirely. Instead, students develop their own repertoire which i) might resemble strategies from their L1, ii) be a positive transfer from the target language or iii) be a sort of transfer from their own styles as speakers.

This project attempts to study the conversation strategies beginner students use to avoid pragmatic failure in a beginner EFL class, at a binational center in Bogota, in pre-communicative and communicative activities. More specifically, it focuses on the strategies students learn and develop after a three month period of conversation and pragmatic awareness instruction. This report is organized in eight chapters. The first is this introduction. The second presents the justification and refers to the importance of

this study in theoretical and practical terms. It focuses on the fact that more research and new teaching proposals are needed in the Colombian EFL context. The third chapter presents the problematic situation that gave rise to the questions and objectives that guided my inquiry. This chapter discusses how an initial teacher's concern (students problems to participate in class conversations) led to a new understanding of their "conversation mistakes" as actions to be participants in interactions. The fourth section reviews the literature on pragmatic competence and failure, communication and conversation strategies, and studies that have approached these issues in EFL and ESL contexts. There, the theoretical constructs that inform the "from error to strategy" discussion are explained as well as related research on the area of pragmatic failure and conversation strategies. In the fifth part of this document, an instructional design created as a strategy to help students to be more conscious of pragmatic and structural aspects of conversations in English is described. In the sixth, the procedures followed and the instruments designed to answer the research questions are presented. This chapter explains why a Conversation Analysis approach is relevant for this kind of study. The sixth section presents the most important findings in this study; answers to the research questions are presented in the form of a taxonomy that explains a system of conversation strategies students developed. Samples from students' conversations and reference to relevant theory are used to explain the different phenomena. Finally, in the seventh and eighth chapters, some important conclusions derived from the analysis of the data are pointed out and some implications for further pedagogical and research practice are mentioned.

## Justification

Attempts to understand the development of conversation strategies to overcome pragmatic failure in an EFL class at a binational setting will bring about important theoretical and practical outcomes. Theoretically speaking, this study will provide the research community interested in the development of communicative abilities of EFL learners with a different understanding of the strategies that learners use to communicate. On the one hand, these strategies have traditionally and mainly been studied from the perspective of actions to remedy language deficiencies (Dörnyei and Scott, 1997) from an SLA perspective. On the other, although acknowledged as the result of learners' resourcefulness, what some scholars consider to be strategies are sometimes considered to be pragmatic failures (Thomas, 1983), or Interlanguage errors (Selinker, 1997). This study approaches conversation or communication strategies (the difference will be explained later) from a Conversation Analysis perspective. As such, the actions and linguistic devices (well used or misused) students resort to will be seen as what they are: genuine attempts to construct turns that allow them to achieve communicative goals. I am not trying to make any kind of political statement here in regards to the possible abusive labeling, impositions or diminishing from important theoretical paradigms such as SLA and Interlanguage Pragmatics. On the contrary, I will several times acknowledge and use their important contributions to our understanding of FL learners talk. I just want to highlight the fact that students develop conversations strategies regardless of norms of accuracy or correctness. Nonetheless, reference will be made to issues of form just for the sake of theoretical classification.

Another important theoretical contribution of this project has to do with the fact that studies on students' talk have tended to focus on ESL contexts where learners are mainly immigrants in origin (Clennel, 1999; White, 1993). In this study, I propose that it is important to acknowledge that interaction chances for misunderstandings, and the need to overcome them, can also happen in apparently homogeneous cultural contexts such as the EFL context of the Colombian beginner learners at the Centro Colombo Americano in Bogota. The mentioned studies also fail to show that encounters lead language learners to develop strategies to deal with communication challenges, which could lead to misunderstandings with L2 native speakers. These strategies (like abandoning the conversation) are not necessarily failures, but actions that learners decide to take as part of a system for the distribution of talk constructed by them as they learn the language and get engaged in interactions.

Other studies (Crandall and Basturkmen, 2004; Takahashi, 2001) have focused on the influence of class activities and materials in students' pragmatic competence. Again, students' communicative outcomes are seen from the failure perspective (Crandall and Basturkmen) : students make specific errors given the way an activity was structured in the book, or the wrong information regarding language use that was presented in the book. This study will comment on how class activities and material influence students talk and how students take those two influences as a point of departure to create strategies of their own. No judgments or comparisons taking norms of L2 use into account will be made.

From a practical perspective, this study contributes in students' learning and development of pragmatic competences. Given that it has a practical intervention



component, this study allows FL teachers to devise teaching practices that help students create and consolidate tools to analyze conversations, which in turn allows them to i) read their communicative context so they have more effective interactions, ii) develop a growing tolerance to group differences, iii) develop and adaptation-to-others capacity, important in the learning of a second language. It is expected that this results in tools to have a more effective and holistic language learning experience, and in the creation a more relaxed, friendly, tolerant and critical learning setting.

There are studies (Kasper, 1997; Rose, 2005) that have already proven the effectiveness of teaching pragmatic strategies explicitly to students. Kasper (1997) conducted a project in which ten studies on the effect of pragmatic instruction were compared. The following are some of the conclusions the author arrived at. First, students benefit from training on pragmatic competence. Studies on specific speech acts like compliments, apologies, complaints, and refusals confirm this. Second, pragmatic comprehension is as important as pragmatic production. Third, students at different levels can benefit from pragmatic instruction. Fourth, the kinds of instruction students benefited most from were those that were explicit.

One final line of justification for carrying out this study is related to my growth as a teacher-researcher. In my ten-year experience teaching English I have seen how my colleagues (and also myself) constantly complain or make jokes about students' conversation mistakes. In these casual conversations, students' errors are usually accounted for by referring to their carelessness for learning the language, their constant (often "irritating") thinking in their first language or even their lack of aptitude to learn a L2. In the worst of cases students are referred to as stupid or mentally slow. Something

similar happens with research approaches that measure students' communicative competence towards native speakers' standards.

Discovering and understanding the strategies students develop to participate in conversations can open interesting lines of research in the Colombian EFL classroom. A better understanding of students' conversation strategies might eventually allow me to fine-tune my own conversation classes. They might be enhanced by a solid theoretical comprehension of students' talk and by a growing tolerance and fascination for the processes that undergo the development of their communicative competence.

## Problem statement and research questions

Issues related to the development of conversation strategies in Colombian EFL learners talk can be seen in the following conversations transcripts. They are part of an activity in which students chatted to find commonalities among their neighborhoods. To find the similarities, students were invited to share some statements they had prepared and to use the expressions *me too*, *me neither right* and *I know*. The samples were taken in a beginners' course (second month of instruction after starting as a true beginner) using headnotes and post-facto notes.

### *Sample Conversation 1*

1. I: *I like the houses in my neighborhood..*
2. N: *Me too, but my neighborhood, ... I have sixty-two... (to me) metros cuadrados?*

This excerpt from conversation 1 shows the use of four conversation strategies. First, I (the student who takes the first turn) contributes information to the interaction. Second, N acknowledges I's contribution by reacting. Third, N shows interest in the conversation by agreeing (use of *me too*). Fourth, N contributes extra information to the exchange. These strategies had been part of class instruction, so this might be considered a case of conversation strategy positive transfer.

### *Sample Conversation 2*

1. P: *There are no malls in my neighborhood. And no supermarkets*
2. R: *My neighborhood no have, my next neighborhood have museums*
3. P: *There are supermarkets?*
4. R: *Next neighborhood, tercer milenio...*
5. K: *ehhh...*
6. R: *Museum of money*

As it can be observed in conversation 2, R seemed to be interested in just transmitting her information without doing what she was expected to: express and find commonalities. R did not exhibit the expected listenership that would make her interlocutor think that she is interested in the conversation. As their teacher, I felt that she might have been perceived as someone who did not care about what others said. One might say that R's inability to do the activity was due to her lack of linguistic resources or to her not understanding of instructions. However, this was not the only conclusion I arrived at after having her in my class for three months. Linguistically speaking, she could have been said to be average for the level, but when interacting with partners she would tend to move outside the focus of the conversation. I also felt that this apparent lack of observance for the rules of conversation was something that her partners resented, which was evidenced in their avoiding interacting with her.

R is not the common student to see in the basic classes I teach. Although every now and then I get students that ignore basic conversation rules or that are perceived in a negative way by their partners, I mainly get lots of them who seem to understand that conversation requires a lot of collaboration and the development of specific abilities. R's

linguistic behavior and how it is apparently perceived by their partners is a sign of a talk distribution system that governs how students interact. This talk distribution system, which is highly influenced by class instruction and contents, might take on different interaction patterns as it can be seen in the following conversation excerpt.

*Sample Conversation 3*

1. A: how about you?
2. M: I (.) I don't (.) I think (.) I like the supermarkets in my neighbourhood (.) Um there are supermarkets (.) near in my apartment e::h ↑carulla ↑cafam and ↓exito
3. C: ah is very near e::h I don't like the:: some ↑people ↓there (.) in my neighbourhood becau::se some ↑people (.) smoke marihuana near to my ↑house (.) I don't like this (.) very bad
4. A: aromatic
5. C: ((laughter))It's aromatic yes but I don't like this  
((giggles))
6. M: really?
7. C: really

This excerpt shows students also engaged in the activity of comparing neighborhoods. They use two strategies to show listenership (use of expressions like *really*) and to return questions (*how about you?*), which were part of the class instruction. However, students decided not to use the target vocabulary (*me too, me neither, I know* and *right*), and they resorted to more sophisticated strategies like the use of humor and irony (*aromatic* and *yes but I don't like this*), which were not part of the class instruction and which one could interpret as transferences from the L1. Although some authors would refer to this as negative interlanguage transfer (Selinker, 1997) or pragmalinguistic failure (Thomas, 1984), I prefer to conceive it as the result of the development of conversation strategies to deal with the demands of the communicative context students

are in: a content-fluency one. It is worth noticing that not only are students deviating from the class contents and instructions, but are also creating a discourse system of their own which deserves to be acknowledged, described and analyzed.

New institutional policies regarding the development of communicative abilities, the pressures of a more globalized world and new methodologies and material have also contributed in a great way to the need to have more emphasis on the development of conversation strategies. Cases like the ones just discussed have made me believe that explicitly developing students' pragmatic knowledge and abilities as part of class instruction allows them to interact in a more effective and appropriate way with their partners and prepares them for the challenges of real life interactions.

This project has a pedagogical component. In that section, I propose that students learn to study class conversation materials and activities with concepts taken and adapted from disciplines like pragmatics and conversation analysis, and with their own communicative, pragmatic and linguistic knowledge and experience. Currently and more often, target language pragmatic information is provided by the materials we use in class and the activities they include. With these tools, materials and instruction, students might become more aware of the sociological, pragmatic and structural aspects of conversations, which in turn possibly allow them to be better conversationalists.

This pedagogic intervention sets the stage for the occurrence of a considerable number of interactions of different kinds among students in which students are able to exhibit their communicative abilities. The purpose of this study is to understand how they manage communication and achieve the goals of the interactions they engage in. The study will not necessarily focus on whether or not students successfully use the

conversation strategies they learned in class, but will explore the strategies they actually develop or exhibit in their interactions. The following questions will guide my inquiry:

Main question:

- What conversation strategies do students resort to in (pre)communication conversation exercises during and after three months of explicit pragmatic instruction?

Specific questions:

- What conversation strategies do students use to start conversations?
- What conversation strategies do students use to keep the conversations going?
- What conversation strategies do students use to finish conversations?

These questions presuppose the following research objectives:

- Set up a typology of conversation strategies that students develop in (pre)communication activities as the result of explicit pragmatic instruction.
- Define the specific conversation strategies and sub-strategies that students resort to start conversations, to keep them going and to finish them.

Tello (2006) invites teacher-researchers “... to explore the effect of pragmatic instruction...” (p. 169) to demonstrate that it can be a way to develop students’ pragmatic competence in a foreign language. The development of pragmatic competence, she suggests, has an impact on students’ cultural, social and cognitive dimensions in the process of learning a foreign language. This study in particular focuses on the effects of explicit pragmatic instruction.

The following chapter refers to studies that have focused on FL learners' conversational behaviors from the point of view of pragmatic failure and/or conversation strategies. It also discusses these and other related concepts.



## Literature review

The actions FL learners perform when they interact in conversation activities (strategies, successes or failures) can be understood by means of different theoretical constructs that refer to competences, *communicative competence* being the broadest one. This literature review presents an account of the literature found on communicative, pragmatic and strategic competences, interlanguage pragmatics, and on pragmatic failure in (pre)communicative activities. It also explores the concept of *communication strategies*. This review is organized as follows. First, I present a description of the theory of sociopragmatic competence in the frame of communicative competence with brief reference to associated concepts such as strategic and linguistic competences. Second, I review the concepts *sociopragmatic and pragmalinguistic failure* and their relation to interlanguage pragmatics. To complement this discussion, I briefly go over the concept of *communication strategies*. I then present the notion of *(pre)communication activities*, and expose an argument of why pragmatic failure and conversation strategies could be studied in pre-communication activities in an EFL setting. Third, I justify the need to raise beginner learners' pragmatic awareness through explicit pragmatic instruction. Finally, I discuss the concept of *awareness* as a possible mechanism to help students develop conversation strategies that allow them to overcome pragmatic failure, which in turn should lead to the development of pragmatic competence. In the different sections of this literature review, I make reference to theories and research processes in which these concepts have been studied.

*Pragmatic competence, strategic competence and other related concepts*

Harlow (1990) defines *sociopragmatic competence* as knowledge that allows the speakers "...to vary speech-act strategies according to the situational or social variables present in the act of communication (p. 328). As such, it is part of *communicative competence*" (Hymes, 1972. as cited by Harlow) which entails several types of knowledge (linguistic, social and pragmatic) that the speaker refers to to understand and communicate successfully in a given language. Failure to communicate is usually brought about by failure to access linguistic, social and/or pragmatic knowledge, or a lack of them.

Canale (1983) proposes that communicative competence is composed of four sub-competencies: i) *grammatical competence*, which refers to the knowledge of the linguistic code and its formal aspects at different levels of linguistic complexity (phonology, morphology, syntax, semantics); ii) *sociolinguistic competence*, the knowledge of the proper use of language in context; iii) *discourse competence*, which has to do with the necessary knowledge to achieve coherence and cohesion in written or oral communication and iv) *strategic competence*, which is seen as the knowledge needed to solve breakdowns in communication and to achieve communication goals.

Canale's definition of sociolinguistic competence coincides to a great extent with Hymes', but comprises a new component not initially conceived of by Hymes: strategic competence. This definition of strategic competence, however, makes more emphasis on the compensatory character of strategies than on their rhetoric character as actions to keep the communication channel open. Bachman (1990) proposes a model of language competence composed of two main components: *organizational competence* and

*pragmatic competence*. The former has to do with the rules that govern our use of language forms at different levels of complexity: grammar (vocabulary, morphology, syntax) and text (cohesion, rhetorical organization). The latter, which is basically the same sociolinguistic competence proposed by Canale, is composed of *illocutionary competence* (what one uses language for) and *sociolinguistic competence*, knowledge or sensitivity to contextual aspects such as dialect, register, naturalness, cultural references and figures of speech.

In this project the concept *conversation strategies*, although apparently directly related to the strategic competence in Canale's proposal, refers to the actions that speakers resort to as the result of their knowledge of the context of interaction (pragmatic or sociolinguistic competence), to achieve concrete communicative goals (illocutionary competence) through the use of specific language chunks (grammatical competence) and the knowledge of the rules to take turns in conversations (textual competence). In this sense, this study analyzes realizations of students' language competence (Bachman, 1990) or communicative competence (Harlow, 1990; Hymes, 1964). Using a strategy, hence, would be evidence of the use of one or several of these competences.

It is important to remember that our point of departure in this project was students' failure to conform to interaction rules and to take conversations to their desired end. Although this could be accounted for by means of any of these theoretical constructs, it was initially introduced as a pragmatic failure.

#### *Pragmatic failure (Pragmalinguistic and sociopragmatic failure)*

Thomas (1983) distinguishes between grammatical failure and pragmatic failure. The former has to do with the incorrect use of language forms, while the latter has to do

with communication breakdown due to the listener's inability to understand a speaker's intentions or expectations. Grammatical errors, according to this author, may reveal a speaker to be a less than proficient language user. Pragmatic failure, on the other hand, might make a speaker appear to be rude or impolite. In Thomas' opinion, this type of failure is the cause of stereotypes, like the "abrasive" German, the "obsequious" Japanese, and the "insincere" American.

The author proposes two types of pragmatic failure: pragmalinguistic and sociopragmatic. Pragmalinguistic failure (PF) occurs when the pragmatic force (e.g. the intention) of a linguistic structure is different from that normally assigned to it by a native speaker or when speech-act strategies are inappropriately transferred from the first language to the second. One example of this last form of PF is when Colombian speakers of English react to good news by using the expression *uuuuuuuuuu!*, instead of using the English equivalents *wow!* or *oh!* In this case, they would succeed in expressing their appropriate reaction, at the right moment, but would fail to use a target language form.

Sociopragmatic failure (SPF) refers to "...the social conditions placed on language in use" (p. 99). Thomas asserts that sociopragmatic failure results from cross-culturally different perceptions of what constitutes appropriate linguistic behavior. For example, when greeting, we Colombians (mainly from Bogotá) are used to saying a string of connected expressions: *Hola!*, *¿qué tal?*, *¿cómo estás?*, *¿qué has hecho?*, *¿Cómo va todo?* *¿bien?* Using only one, with a close friend, in a situation in which both friends would engage in a lively conversation, would be taken as a sign of rudeness or impoliteness. This is not the case in other cultures in which using only one greeting is seen as appropriate. Another example of this kind of failure is a person's disregard for or

inability to conform to turn-taking rules in a conversation (e.g. interruptions or overlaps at inappropriate moments). Thomas considers that it is important to make students aware of these cross-cultural differences in linguistic realizations of phenomena like politeness, truthfulness, and value judgments.

Cases of sociopragmatic failure can be observed in the EFL classroom when students do not consider their partners' language use expectations. Students' lack of interest towards their partners' contributions to the conversation illustrates this point. Castañeda (2009) observes that sociopragmatic failure could also be the result of students' being too shy or not understanding what is happening. Later, in this literature review, I will present an argument to justify that sociopragmatic failure is not a phenomenon exclusively seen in ESL settings.

One way of accounting for pragmatic failure comes from the Interlanguage Pragmatics (ILP) perspective. Rose and Kasper (2001) explain that ILP studies how learners develop the ability to understand and perform action in a target language. As such ILP is a hybrid between interlanguage and pragmatics. Interlanguage studies have traditionally explored the phonological, lexical and grammatical forms that result from a person's process of learning an L2. These forms are said not to belong neither to the L1 or the L2. ILP, hence, explores the speech acts that emerge as the result of individuals attempting to learn and use speech acts of the target language. From ILP, many of the linguistic behaviors that are said to be examples of pragmalinguistic or sociopragmatic failure could be explained as acts that emerge given the influence (e.g. transference) of the first language on to the expected speech acts of the L2, which in fact, has been considered to be a compensation strategy (Dörnyei and Scott, 1997). One of the

objectives of the present study is to identify what conversation strategies emerge as the result of explicit pragmatic instruction in students whose knowledge of English is clearly influenced by Spanish, their L1. Many of those strategies are the result of pragmatic behaviors being transferred from the L1 to the L2.

*From communication strategies to conversation strategies*

An EFL learner might experience different kinds of difficulties in their attempts to get the message across. These obstacles might end up being cases of pragmatic failure like not knowing the linguistic or communicative resources that a specific language interchange requires. The actions that learners do to compensate for their lack of resources are traditionally referred to as *communication strategies*. It is important to highlight here that although the terms *communication strategies* and *conversation strategies* are sometimes used interchangeably, they have different origins. The term *Communication Strategies* was originally coined by Selinker (as cited by Dörnyei et al, 1997) to refer to one of the central processes in learning a second language. It was adopted in the field of second language acquisition to refer to “...every potentially intentional attempt to cope with any language-related problem of which the speaker is aware during the course of communication” (*ibid*, 179). When used in this sense, communication strategies are also referred to as OCS (oral communication strategies) (Nakatani, 2006) The term *Conversation Strategies*, as it will be used here, refers to the actions speakers take to keep a conversation going to its desired conclusion (Kehe and Kehe, 1994). This, according to Nakatani, is the interactionist view of communication strategies. Both terms are not exclusive. Here communication strategies are considered to be part of conversation strategies, since attempts to solve language-related problems can

be considered to be attempts to keep a conversation going. In fact, authors such as Tarone (1981, as cited in Dörnyei et al, 1997) define communication strategies from an interactional perspective as the tools that are used in meaning negotiation where interlocutors try to achieve a common communicative goal.

As said above, this research focuses on those actions that EFL students resort to to keep their conversations going so they get to their desired conclusion. Therefore, it takes on an interactionist view of students talk.

*Pragmatic failure and conversation strategies in pre-communicative activities*

*Pre-communicative activities*

Littlewood (1981) and Rivers (1978) (as cited in Ribeiro, 2002) “mention the importance of having students use the L2 for normal purposes and in meaningful social contexts” (p.14). Rivers also asserts that acquisition takes place when learners are in situations in which they are free to interact as equal partners, by themselves. To promote the acquisition of communicative competence, “... Communicative Language Teaching (CLT) has developed a number of activities that provide students with the opportunity and motivation to communicate and the purpose for doing so” ( p.14). These activities can be graded depending on how much the teacher has to intervene in the students’ use of language. They are usually referred to as controlled, semi-controlled and free practice activities. Littlewood also refers to them as pre-communicative to communicative activities. Pre-communicative activities are defined as activities whose aim is to equip the learner with some of the skills necessary for communication, without actually requiring them to perform real communicative acts. Communicative activities (free practice)

consist of activities in which learners use the linguistic repertoire they have learned, to communicate specific meanings for specific purposes.

Traditionally, the role of the teacher in pre-communicative activities is to monitor how students use language forms, formally (e.g. pronunciation, proper grammar features and the like) and functionally (e.g. if students use the proper language forms to convey the right message) to give students proper guidance on how to overcome grammatical failure. Ideally, the teacher's role in communicative activities should be that of an active participant in communication. Failure in communicative activities is usually associated with pragmalinguistic or sociopragmatic failure. Hence, the role of the teacher should be to inform students on their failing to perform expected pragmatic functions and to provide them with information and tools to achieve their communicative goal(s).

#### *Studies on pragmatic failure*

Students' pragmatic failure has been mainly studied in ESL contexts, and has principally focused on free practice exercises or real life encounters (White, 1993; Clennell, 1999). White studied the inappropriate use of *please* in different kinds of interactions by Japanese users of English in interaction with native speakers of English. He highlights that although the utterances containing *please* can be well formed, they may be contextually inappropriate or confusing for the hearers.

Clennell studied NNS (non native speakers) students of ESP (English for Specific Purposes) interaction with NS (native speakers) in the campus of the University of South Australia. NNS had to prepare interviews with NS students in the universities, record them and analyze them. He found sociopragmatic failure to be frequent in their interactions. For example, Eva, a NNS, failed to understand the pragmatic meaning of the



intonation of YOU in “YOU haven’t said much” (p. 84). She identified it as an adverse indicator of her not engaging in the conversation, instead of as an invitation to join.

Clennel’s study did not overtly attempt to explain students’ language behavior in strategic terms or devise ways to help students develop their pragmatic competence. It was more focused on understanding the nature of pragmatic failure of Japanese learners of English in the communicative act of thanking.

#### *Pragmatic performance and instructional material*

The possible causes of pragmalinguistic failure have also been studied. Thomas (1983) proposed two possible sources: teaching induced errors and pragmalinguistic transfer. The former, teaching induced errors, the author asserts, might be influenced by the materials that are used to teach the language. An example of a research to study the influence of materials on pragmatic competence and failure is that carried out by Crandall and Basturkmen (2004). They explored the effectiveness of pragmatics focused materials aimed at improving students of EAP (English for Academic Purposes) awareness of native speakers’ norms of requesting in an academic environment. These were created after observing how materials used at the university level presented “... explicit realizations of speech acts rather than subtle and indirect ones...” (p. 38) and that they neglected “...to show when and for what purposes it is appropriate to make a speech act, and what expressions would be appropriate in a particular situation” (p. 39). This information often led students to be too direct in their requests to professors and sound rude towards them (sociopragmatic failure).

Based on Ellis' evaluation criteria of tasks, the authors concluded that these materials helped foreign students of EAP make their perceptions of the appropriacy of

various requests closer to that of native speakers. The criteria included three aspects: first, response-based information which indicates whether students were able to perform the activities proposed in the materials use; second, student-based information, the outcome of which is if students liked the material and if they thought they had learned something from it; third, learning based information, which shows whether students actually learned anything from the material.

The study provides evidence which confirms the effectiveness of pragmatic-based materials and reflects the methodological approach to gather information on the three evaluation aspects mentioned.

Although the above-mentioned studies do not analyze students' language behavior from the perspective of the strategies that they develop in their attempts to reach communicative goals, again, and as I have tried to point out several times in this report, their failures should not necessarily be seen as signs of negative language behavior, but as attempts to construct conversations with others. In this sense, those studies provide rich data of conversation interactional strategies developed by language learners. However, more studies need to be done on the strategies of FL learners to understand the nature of their talk.

*Studies on pragmatic failure and conversation strategies in (pre)communicative activities in EFL contexts are possible*

Pragmatic failure studies have mainly focused on ESL contexts and on communicative activities (free practice exercises). One manner of explaining this could be asserting that given that i) ESL necessarily implies cross-cultural contact (e.g. NNS students and NS teachers or campus students) and ii) that cross-cultural contact implies

strategies like L1 to L2 transfers and different cultural conversational codes, then pragmatic failure would be unlikely to be present in an EFL context. Another might be arguing that sociopragmatic failure can only happen in real interaction (the aim of communication exercises) and not in pre-communication exercises, whose aim is mainly accuracy.

These arguments can easily be questioned on several grounds.

First, EFL contexts might also have students from different (sub)cultures, with different beliefs and assumptions concerning communication, which gives classrooms a heteroglossic character. Nystrand (1997) describes heteroglossic classrooms as places where multiple voices participate in the construction of knowledge. Different voices in the EFL classroom might eventually lead to pragmatic and cultural misunderstandings, the same as in an ESL multicultural context, which would necessarily imply the development of conversation strategies to cope with them. Students do not necessarily have to come from different countries or speak different languages.

Second, in EFL classes where students are expected to achieve a native-like use of the target language, it is expected that i) they resort to their L1 as a resource of information concerning communication, ii) they do the kind of pragmatic transfers Thomas refers to, and therefore, iii) they commit pragmalinguistic errors when an incorrect language form or behavior is used. Here is where interlanguage pragmatics might be observed, which might be a rich source of conversation strategies generation.

Third, recent EFL textbooks such as Touchstone, Top Notch and World Link (See appendixes 1 and 2) have tended to incorporate lessons and exercises aimed at improving students' pragmatic competence through the learning and use of specific conversation

strategies. These books present pragmatic features and have exercises for students to practice them. These exercises are structured in a pre-communicative (controlled and semi-controlled) to communicative (free/non-controlled) practice fashion. The purpose of pre-communicative exercises is that students build awareness of pragmatic functions of linguistic forms, and that they practice both. This is to say, students are expected to rehearse the use of language forms (e.g. the expression *anyway*) and their corresponding pragmatic function (e.g. announce the topic of the conversation is going to be changed or that the conversation is going to get to an end.) Therefore, failure in pre-communicative exercises that are aimed at improving pragmatic competence might lead to pragmatic failure (pragmalinguistic and/or sociopragmatic failure). On the other hand, success in these exercises can be seen as the understanding (and probable development) of concrete conversation strategies.

*Studies on students' pragmatic competence in Ibero-America and Colombia*

In our Ibero-American and more specifically, in our Colombian EFL context, studies on students' interaction have taken different forms. I conducted a search for reports on pragmatic failure (and other related concepts like pragmatic instruction, conversation strategies, classroom interaction and the like) in EFL Spanish-speaking countries using 16 different electronic databases and found no reports on pragmatic failure. Generally, studies have focused on i) the description of teachers and students' pragmatic performance, ii) the impact of classroom interaction, mainly the influence of teachers' talk on students' competence and iii) the influence of instruction on the development of pragmatic competence.

### *Description of teachers and/or students` pragmatic performance*

These studies do not directly address the issues of students` pragmatic failure in interaction or their development of conversation strategies. However, they suggest interesting data regarding the influence of the situational context on the kinds of interaction that take place in the classroom.

Chapetón (2009) studied the use and functions of discourse markers (DM`s) of a non native English teacher and her five upper intermediate English adult students at a language center in Barcelona, Spain. The author found that DM`s were used 61% of the times by the teacher in contrast to 39% of the students. DM`s were mainly used to “...serve structural, pragmatic and interactional purposes” (p. 75). The author states that this study should be considered as “an awareness raiser” (idem) that aims to be the point of departure for similar studies on students` speech.

Aranza and Sánchez (2004) study analyzed the pragmatic characteristics of teachers` talk of English teachers at different levels in service courses at Pontificia Universidad Javeriana in Bogotá. Four categories of analysis were selected: speech acts, questions, error treatment, and turns assignment. Some of the main findings of this research were i) teachers` speech acts were mainly directive; 29 % of teachers` speech was composed of questions, which were mainly restrictive in character; feedback to students was usually negative. ii) Turns are allocated mechanically without a specific purpose; the authors think this guarantees students` answering questions. The authors consider that the way the teachers address students has an impact on their low and restricted participation.

### *Teacher and student interaction impact on students' growth*

Other studies that have analyzed classroom teacher-student interaction have focused more on how this influences students' personal and/or academic growth. Araujo (1997) analyzed teacher's discourse in a 5th grade classroom in Barranquilla and how it impacts students and teacher's communicative relationship. Teachers discourse was classified into five categories: i) orientation (recommendations from Ts to Ss), ii) acceptance (attitude, concepts and judgments), iii) management (authority and power of the teacher), iv) authority (use of power), v) shared time (participation and interventions), vi) order (use of space) and vii) social context. The study concluded that most of the teachers' use of language had the purpose of validating the teachers' power in class.

Arias et al (2005) carried out a case study at Pontificia Universidad Javeriana in Bogotá in which they analyzed teachers' and their eighty 8–10 semester Microbiology students' interaction and its impact on students' personal and academic growth. Scientific knowledge, the authors concluded, has an important role in how these interactions. In a similar fashion, Uribe (2002) studied how Anthropology teachers and students at Universidad de los Andes in Bogotá interpret the importance of interaction in the students' academic and personal development. The author states that students' development aims at the acquisition of skills and competences for research, and it is in the research where students and teachers interact. Interactions are affected by their trying to achieve such objectives.

These studies depart from pragmatic analysis and focus more on interpersonal relationships, as mediated in interaction, to analyze issues like power and personal development in academic contexts.

*Teacher and student interaction influence on students' pragmatic competence*

Zuluaga and Campo (1999) explored speech acts in the classroom and how they have an impact in the learning a foreign language. Based on Swain's (1977 as cited by the author's) model for FL or SL language learning, specifically the input factors that affect such learning, three modern language licenciatura teachers in three major universities (Distrital Incca and Javeriana) were observed. The results of the study showed that teachers had a tendency to use more open than closed questions; some of the speech acts they produced were display questions, ordering, soliciting and praising, which demonstrates the teachers' dominant role in the classroom. Speech acts produced by the intermediate level licenciatura students were lower in number and they mainly included suggestions and compliments. The authors conclude that there was no real interaction, but action reaction processes (Malamah, 1987 as cited by the authors).in which teachers seem to be the center of the teaching learning processes.

Castaño and Garzón (2008) analyzed the use of repair in conversations in an ESL intermediate classroom in service courses (students from different majors) at Pontificia Universidad Javeriana. Repair was analyzed considering: i) initiation of repair, ii) resolution, iii) the person who initiates and iv) the four variations in which it takes place (self-repair, other repair, self-initiation, other-initiation). The authors found that the main source of the problem were students; they (88.73 %) initiate repair more than teachers (11.27%). Another important finding was that the initiation of repair is mainly carried

out by the teacher (85,92%) in contrast to students (14,08 % ). The resolution of problem is mainly the responsibility of teachers: students (19,72%); the teacher becomes the repairer given students' preference and the dynamics the conversational context takes. Fourthly, self-initiated and others repair are the most predominant types; self repair and other initiated are the least predominant. A major achievement in this research is the inclusion of non-verbal language in the analysis of repair. In fact, one of the most important conclusions the authors reached was that the initiation of repair was higher with the use of non-verbal features than without them. Some of types of Nonverbal language that were considered were sound elongation (most used) gestures, signs and laughter. The role of the mother tongue was also considered.

These two studies are important steps in the analysis of students' talk in our local context. They highlight the important influence teachers' talk have on students' pragmatic competence and performance. However, they fail to approach students' talk when it is conducted and controlled by them. This is a deficiency this project attempts to remedy.

#### *The influence of the type of instruction on students' pragmatic competence*

Martínez-Flor and Alcón (2007) compared explicit and implicit approaches to the teaching of suggestions to 81 19 to 25 year-old intermediate students of English at Universitat Jaume I in Castellón, Spain. These students were divided into three groups that got different kinds of instruction: i) awareness-raising and production tasks receiving explicit metapragmatic explanations and ii) input enhancement and recast techniques receiving implicit pragmatic information iii) no specific instruction control group. From the test and post-test designs, the study concluded that students benefited from both



conditions, explicit and implicit instruction, which contributes to claims on the teachability of pragmatic features and on the effectiveness of awareness and input enhancement and recast techniques. The idea of using awareness techniques is adopted in this project as it is explained in the next section of the literature review and in the pedagogical intervention section of this document.

As it has been discussed, although pragmatics in the EFL context and classroom interaction have been analyzed in our Spanish speaking contexts, scholars seem not to have been interested in students' talk from a pragmatic failure perspective or the development of conversation strategies to overcome it. There has also been a great deal of interest in the factors that influence student's interaction (classroom, roles, kind of instruction, teachers' talk). Some of these aspects are also considered in this project. Nonetheless, this study focuses on students' creation of a system for the distribution of talk of their own that they control at a high degree. This, as far as the author is concerned, has not been considered in other projects in our context.

*Can pragmatic competence be taught? Can conversation strategies be taught?*

If pragmatic failure is the evidence of the lack of pragmatic competence, a question arises: is it possible to teach pragmatic competence? If so, how can it be taught?

As noted in the justification section, Kasper (1997) conducted a research in which ten studies on the effect of pragmatic instruction were compared. These studies were classroom based. Six of them were carried out in FL (5 EFL and one Japanese as a FL) contexts, the other four in ESL contexts. The criteria used to compare the ten studies were: i) the teaching goals (discourse markers, strategies use pragmatic routines, etc.), ii) students level of proficiency, iii) languages in contact, iv) research goal (effectiveness of

method used according to explicitness, inclusion of one or more methods, teachability and the like), v) design (pre-test-post test/ control vs experiment group) and vi) assessment, procedures and instruments (role plays, interviews, questionnaires.)

The following are some conclusions Kasper derived from the comparison among the studies. First, students benefit from training on pragmatic competence. Studies on specific speech acts like compliments, apologies, complaints, and refusals confirm this; for example, Blum-Kulka, House, & Kasper, (1989, as cited by the author) in which students learned the strategies and linguistic forms by which the speech acts are performed, and how these strategies are used in different contexts.

Second, pragmatic comprehension is as important as pragmatic production. Two studies Bouton (1994) and Kubota (1995) focused on students' perception of speech acts after being taught different types of implicatures.

Third, students at different levels can benefit from pragmatic instruction. Most of the studies focused on intermediate and advanced learners. Two of them Wildner-Basset (1994) and Tateyama et al. (1997) explored if it was possible to develop pragmatic competence in beginners and if there was a correlation to linguistic ability. Fourth, the kinds of instruction students benefited most from were those that were explicit, students knew they were being trained on that, (Tateyama et al.,1997) and inductive, students were guided to discover pragmatic features of the L2, (Kubota,1995).

The results of this comparative study confirm and support my decision of teaching pragmatics explicitly to my basic block (beginner)students and helping them create awareness of conversation strategies as a starting point to acquire and develop their pragmatic competence in (pre)communication exercises. One of the purposes of this

instruction is that they are able to discover pragmatic and linguistic information in conversation models. The other is that, based on this knowledge they build, they are able to talk in (pre)communication activities and get conversations to their desired end.

*Awareness by induction: the route to pragmatic competence and proficiency*

Acquiring this pragmatic competence would necessarily imply students' being exposed to linguistic input as well as to the contextual information that accompanies language (e.g. participants, roles, gestures, body movements, social conventions, and the like.) In terms of language acquisition, Schmidt (as cited by Izumi & Bigelow, 2000) claims that it is necessary that learners *notice* salient aspects of input for it to become intake (the information that is useful for the L2 learner in acquiring the language).

Noticing implies that there is "...focal attention and awareness on the part of the learner..." and that "what must be attended to and noticed is not just the input in a global sense but whatever features of the input are relevant for the target system" (p. 240). Hence, following this theory and applying it to pragmatic competence, for it to be developed, students need to notice the input language and the information that accompanies it. Their noticing abilities should be enhanced by the pragmatics-related tools students will be provided with.

Lynch (2001) studied the influence of noticing activities in his students. He demonstrated that in order to help L2 students' learning, teachers should devise ways, so students are able to analyze their own performances. He created a noticing activity in which learners (students in an oral communication class from China, Greece, Japan, Oman Taiwan and Thailand) were asked to transcribe their performances in role plays and analyze those following specific steps: 1) getting a role card and plan what to do with

role play partner, 2) playing and videotaping scenarios, 3) discussing performance in groups, 4) videotaping a new group of players, 5) discussing as a class with videotaped relevant sequences played, 6) students' transcribing dialogs in pairs of a sequence of their own performance, 7) pairs' revising and editing of first transcription, 8) pairs' word-processing of transcript 2 with extra changes, 9) overnight teacher's reformulation of transcript 3 in linguistic and style terms, and 10) next day's students' comparison of transcripts 2 and 3.

Salient results of the study were: they (teacher and students) identified language points that had not initially seemed problematic, and students made an average of 20 for-the-better changes. This confirms that the activity of noticing their own performance can be of help for students in the acquisition of L2.

Although Lynch mainly focused on linguistic competence (grammar and vocabulary, and a bit on style; it is not clear what he exactly refers to by the expression “style” in the study), it is possible that noticing activities be used in pragmatic competence building pre-communication exercises. First, many of the contextual and social factors associated to the use of language can be observed (e.g. the use of expressions, intonations, turns in conversations, gestures and the like.) Second, as happens with linguistic input, the aspects mentioned can be subject to control and rehearsal (e.g. repetition exercises and role-plays). Finally, those aspects can also be subjected to comparison (to L1 culture as it is done in contrastive pragmatics) and judgment (e.g. well used, more emphasis was needed, etc).

As a researcher, this project allows me to understand the strategies developed by my students to get conversations to their desired end. These strategies are analyzed from

a Conversation Analysis perspective as actions to promote interaction, and not only as compensatory devices to solve lacks or disregard of pragmatic or linguistic knowledge. As I showed above, these can be observed in (pre)communication activities. As a teacher, I am interested in helping my students overcome pragmatic failure, which I consider can be done by explicitly teaching them pragmatic aspects of scripted conversations that allow them to discover, among other things, the strategies they need to become good conversationalists and which they can start to implement in their own conversations. The proposed route to achieve this is awareness raising through noticing exercises. This intervention, referred to here as *the instructional design*, will set the conditions for the Conversation Analysis that will be done to their interaction.

## Instructional design

Students might become more pragmatically aware in the L2 by learning basic pragmatics and conversation analysis concepts, and by having the opportunity to observe and evaluate their partner's and their own performance in tasks. In order for students to do this, they need to know i) criteria they can refer to during the analysis, ii) what aspects to observe, iii) how to observe them, iv) how to record them and v) how to analyze them. In other words, they are expected to notice to understand, understand to appropriate, and appropriate to use.

The instructional design of this pedagogical intervention is organized as follows: First, I make a presentation of the educational context, the Centro Colombo Americano (CCA), where it took place, its objectives, the profile of the participants and a brief description of a needs-analysis process carried out in a basic one course. Second, I describe the visions of education, learning, language and classroom that guide this proposal. Third, I make an explanation of how this intervention and the research questions that guide this project relate and why it is an innovation in the context of the Centro Colombo Americano. The fourth part of this chapter introduces the objectives that guide the intervention. In the fifth part, I make a description of the methods that were implemented, and present a chart in which the topics (conversation strategies) to be taught and the activities to be carried out by the teacher and students are organized chronologically for the three-month intervention. The sixth section contains the protocols to be followed in the implementation of the tasks; the seventh, the goals (knowledge, skills and values) to be assessed, and the last (eighth) the criteria for the evaluation of the goals.

### *Institutional Background*

This intervention took place at the Centro Colombo Americano in Bogotá (CCA). This binational center has three main goals for all its programs at all levels.

#### *Institutional General Objectives*

##### *COMMUNICATION*

Students are expected to learn to express themselves both orally and in writing. They are required to communicate well to meet the profiles set for the three blocks of courses the center offers: Basic (beginner to pre-intermediate) Skills (pre-intermediate to intermediate) and Challenge (intermediate to upper intermediate). Each block has six courses which last nineteen days in two-hour classes. In order to communicate successfully, they should learn and develop communication strategies (Taylor, Rey, Nausa, Tinoco, Serrano, Gómez et al., 2006).

##### *LANGUAGE*

Students are expected to make proper use of grammar structures, vocabulary, pronunciation rules, pragmatic and culture knowledge and the like when communicating either orally or in writing.

##### *LEARNING*

Students need to learn and develop learning strategies that allow them to understand, appropriate, record, retrieve and use language related information. The development of these learning strategies should in turn make them more independent long-life learners.

This intervention will be carried out in the first three courses of the basic block (Basic 1-3). The following are the objectives for the third course. They define the exit

profiles of the students leaving this course. They are derived from the general institutional objectives.

### *COMMUNICATION*

Students can initiate and participate actively in basic conversations related to personal information, routines and common simple topics (small talk). They use this talk to manage personal relationships, give and ask for personal information, participate in classroom routines and activities and carry out service encounters.

Students use conversation strategies to compensate for lack of vocabulary (asking defining and giving examples) or to repair and prevent breakdowns in communication (signaling to show lack of understanding, asking for repetition). They are active listeners who use conversation strategies to keep conversations going, including formulas to show empathy, involvement and interest to the other speaker.

### *LANGUAGE*

Students use basic sentences, expressions, formulae and chunks that have been internalized. Most of their speech includes these types of language units. They rely on basic vocabulary related to familiar topics, personal information, family, events, routines, shopping, food and the like. Students can approximate correct pronunciation of key vocabulary and basic formulae including word and sentence stress, basic intonation patterns. Students can understand simple patterns and rules of basic grammar structures (simple present tense) and infer them.

### *LEARNING*

Students are able to state goals for their learning and identify areas that need improvement. They develop a series of learning habits and strategies that allow them to



do homework, prepare for class and take part of class activities. They are able to use tools like their books, dictionary and CDroms to continue learning out of class. They can self-evaluate their performance in language tasks and give feedback to partners on their performance.

The development of their pragmatic awareness is clearly connected to the three institutional objectives either at the general level or at the block and course level. The kind of pragmatic awareness I want my students to achieve implies that they acquire tools to notice, identify and understand politeness strategies in conversations (learning component). It also requires that students use them in interactions to achieve concrete communicative purposes (communication component). Finally, it demands the use of specific language gambits that signal the communicative functions (language component).

### *Students' profile*

This profile was designed following Graves (2000) criteria for needs assessment.

Students taking these courses in the Adult English Program are usually between 16 and 50 years old. Their educational background is usually disparate. Most of our students have finished secondary school. Some have finished majors at universities. Others run businesses or are employees in different companies.

The particular group I chose to do this research process was composed of 13 students who took the basic courses 1-3 in the Adult English Program. Basic groups take classes for three months with the same teacher.

These students are adults whose age is from 18 to 35. There were 4 men and 9 women. Three of them are university students. The other 10 finished majors and were

working at the time of the intervention. They were placed in the basic block through the Center's oral placement test. Students at this level are considered either true (they do not use English at all) or false beginners (they show some evidence of use of English).

#### *THEIR LEVEL OF LANGUAGE PROFICIENCY*

They exhibit the usual characteristics of true and false beginners. These students tend not to use conversation strategies at a frequent basis. They frequently resort to Spanish. They take risks, but might fail to expand, personalize or ask for help in English. They understand simple instructions and can keep short basic conversations. These students might not exhibit sentence structure and word order, and when they are asked to produce they tend to use single words. These students show understanding of simple adapted listening and written texts; they can follow simple patterns and models. Their vocabulary is basic and their repertoire of strategies to select it, organize it, retain it and use it might be limited. These students are identified in the entrance exam the day they register at the Centro Colombo Americano. It is an oral interview done by teachers who have been previously trained to identify the mentioned characteristics. There are specific exit and entry profiles for students at different levels which are used in the placement process.

#### *THE LEARNERS LEVEL OF INTERCULTURAL COMPETENCE*

In general, they accept and understand the distinctions between the two cultures (Colombian and English) reflected in the language. However, their knowledge about the target culture can be based on stereotypes and there might be a tendency to ethnocentricity (consider their culture the canon to measure other ones). This is another reason that justifies my decision to work on their pragmatic awareness.

### *THEIR INTERESTS*

They vary and are so disparate that we (teachers) tend to focus on the commonalities and differences. However, the disparity, rather than being an obstacle, becomes an asset that reflects the need for tools for adaptation and respect to others' views of the world. This is done by using the topics suggested in the textbooks. Music, for example, can be used to find out the kinds of genres people in the class like to find someone like themselves. It is also used as a tool to understand, develop tolerance and celebrate diversity. As we advance in the courses, we find out a bit more about students' interests and they find a space to construct their identity with their partners. In this particular group, I have noticed students interest in social issues: economy, politics and changes in our country. I have also seen some students' like for technology, which is evident in the gadgets they bring to class: mp4 players, electronic dictionaries, laptop computers and the like. Sports, particularly soccer, seem also to be a common interest for many of them. These differences are evident in the interactions students have. The topics and the activities proposed in their textbook, and taken and adapted in my intervention, lent themselves to the objective of having students identify differences and similarities among them and achieve agreed communicative objectives. This in turn also allowed them to construct their individual and group identities.

### *THEIR LEARNER PREFERENCES*

Given their previous experiences at school, other institutes or universities, students expect to have traditional classes where teachers give them information and they internalize it and use it. Many of them do not conceive the English class as a space where they can take the initiative and control of their learning. At the same time, they express a

desire to “learn English”, whatever this means. For example, for some of them it can be to learn grammar and vocabulary. For others, it can be to develop the four language skills. Just a few, in my experience teaching English, conceive learning the language as learning another vision of the world, or developing intercultural and interpersonal skills. This intervention also contributed in the change of these preferences. Some students informally reported feeling empowered by the fact that they were given tools to use English not only for them to express themselves, but also as a means to discover aspects related to learning the language. In this case, they learned to analyze conversational pragmatic aspects in conversation models.

### *THEIR ATTITUDES*

This was probable the most disparate point of differences in the class. It is very common to hear students saying things like “es que yo soy muy bruto para aprender” (I really suck at learning languages) “A mí el inglés es porque toca, porque a mí no me entra ni a palo.” (I’m learning English because I have to. I definitely don’t have a knack for languages) Others express their like for the Anglo-Saxon culture as a result of popular art (movies, music and entertainment). A few express a general like for other languages or for learning in general. Sometimes personal passions for the other culture might be a factor that facilitates or impedes the language learning process. Nonetheless, this seems to have been another factor that was positively affected by the intervention. Somehow, students’ attitude towards learning the language could have been affected by the experience they had during the intervention. Again, informally students would make comments like “ahora sí me gusta el inglés” (Now, I do like English)..

### *THE LEARNERS GOALS AND EXPECTATIONS*

Students in this group wanted to learn English for i) work reasons (promotions, get a better job, travel abroad, represent their companies in intercultural settings), ii) study reasons (university requirement, to study a Master's, take an international exam, study abroad...), iii) tourism and iv) personal interest. A new student in the Colombo is always asked this question. The idea is that, based on this, they decide how long they have to study and where they should aim their efforts at. Students in general acknowledged the importance of understanding and using “the hidden rules of conversation” for their particular goals.

### *THE TARGET CONTEXTS: SITUATIONS, ROLES, TOPICS AND CONTEXTS*

In course 1, students are expected to learn to use English to “survive” in the classroom context, and to adapt themselves to the kind of interactions between students and teacher and among themselves. They are also expected to use facilities like the Audio Visual Multimedia laboratory, the library or the English club where they can start to have basic socialization routines with other students and the people who help them in those places. In a few words, they learn English to live in the center. Students in this group were placed in situations in which they were asked to interact with lab staff, for example, and use the learned conversation strategies.

### *TYPES OF COMMUNICATIVE SKILLS THEY NEED AND TASKS THEY PERFORMED*

In the classroom, they were expected to ask for help or information, have basic socialization interchanges with classmates to introduce themselves, talk about their families, their routines and the classroom context. They were also expected to carry out

basic cooperative learning actions like correct homework, give basic feedback to partners or compare information in English. Strategies were expected to emerge or be used in all these kinds of actions.

#### *LANGUAGE MODALITIES THEY USED.*

They were expected to speak (class conversations, asking for help in class, correct homework) in controlled, semi-controlled and free fashion. They were expected to write basic email messages, a very important person profile and a chart that includes their learning routines, among others. They listened to the teacher, their partners and the monologues, dialogs and polilogos in the CD that accompanies the textbook. They read basic texts like e-mails, transcribed conversations, instructions and language/culture information charts. Texts were based on authentic ones (corpus informed), but modified to their level.

The pedagogical intervention that will be presented in the next section was intended to account for our students' needs and the institutional requirements. The articulation of these two aspects was not a difficult task, since the Centro Colombo Americano has modified its programs and curricula to satisfy the students' requirements.

#### *Pedagogical intervention*

A pedagogical intervention that attempts to create L2 pragmatic awareness in students, which is based on their own analysis of transcribed conversations and their partners' performances, presupposes specific visions of education, language, language learning and the classroom.

### *Vision of education*

As said above, one of the CCA's objectives is that students acquire tools that help them become independent from the teacher and take on their learning. Autonomy, however, requires the acquisition of knowledge, tools and habits. Acquiring this implies guidance and training from the teacher's part and commitment, responsibility from the students'.

Given the above, I could dare to affirm that the CCA promotes what Finney (2002) refers to as a *process model* of curriculum, which attempts to "... enable the individual to progress towards the self-fulfillment; (...) to develop (students') understanding, not just the passive reception of knowledge or the acquisition of specific skills" (p. 73).

However, considering that this is a binational center, the purpose of which is to transmit the heritage of the American culture, I now tend to think that a classical humanist vision of curriculum would be the strongest guiding force in our institution. Finney (*idem*) proposes that this vision focuses on what has to be learned. And what our students come here for is English and what we offer them is English. They do not come to the Colombo for them to reach their fulfillment as individuals.

In this chapter, I propose a distinction between central and instrumental visions. This helps us avoid the black and white classifications proposed by the authors concerning the visions that guide our practices and lets us integrate them, when possible, because this is what we actually do. In the case of the CCA's vision of curriculum, I would say that the one that guides our practice is the classical humanist (central). However, this vision is shaped by a process model vision (instrumental), since curricular

documents state that we should teach in a way that our students develop their capacities and that fulfills them as individuals.

This intervention is meant to develop students' pragmatic awareness of the L2 by creating the conditions for them to get to a level of autonomy. Reaching autonomy is related to the process model. Learning English is concerned with the classical humanist vision.

### *View of language*

Language is seen from its discourse side. This is to say, it is seen in its natural occurring settings both in oral and written forms (McCarthy & Carter, 1994). The series we use at the CCA, Touchstone, does not present grammar, vocabulary, pronunciation or conversation models based on decontextualized descriptions that are not clearly connected to, and therefore do not reflect, the contexts where language is used. Touchstone is based on Cambridge International Corpus, a database of millions of written and oral samples of language use (McCarthy, McCarten & Sandiford, 2005). Corpus informed materials "...correspond to what speakers will hear and see in real conversations, movies radio and TV shows, newspapers, books, Internet texts and magazines" (McCarthy, 2004, 17) In this sense, the series is coherent with the center's philosophy of language. This discourse view of language applied to our context implies the assumptions that several structural and functional aspects of language would be better understood in a discourse environment and that if teachers were better at analyzing natural discourses and texts, they would be much better prepared for their classes. A discourse environment implies studying language beyond the sentence level. Sentences are no seen as the units of analysis per se but as "...interacting with one another" From



this perspective, "... language has become discourse (i.e. an interaction between sender and receiver) rather than an abstract object. (McCarthy, 2001, 99)

The discourse perspective of language, in language teaching according to Tudor (2001), "... brings in considerations of context." (p. 53). This is where my visions of language and learning meet. Experiential learning (see below) implies doing genuine or meaningful things in specific contexts. The discourse vision of language (part of what Tudor calls language as a linguistic system) implies using language to communicate with or understand language in its natural occurring context, the more genuine and meaningful the activities, the more genuine and meaningful their understanding and use of language.

#### *View of language learning*

The learning objective at the CCA can be framed in the realm of cognitive and social constructivism. Both approaches to constructivism consider that students can be active participants in the process of learning. From the cognitive point of view, the founder of which is Piaget, the learner approaches and analyzes reality to understand it and transform it. They assimilate new information and accommodate it into existing previous structures (Schcolnik, Kol & Abarbanel, 2006). In the case of the Colombo students, it is clear that they come with tools that might allow them to adapt themselves to the learning environment at any level. The role of the teacher is to provide them with the necessary tools for this to happen.

The social view of constructivism, whose main representative is Vygotsky, focuses on the interpersonal aspects of learning (Schcolnik, Kol & Abarbanel, 2006), the roles of the participants: the one who helps to learn (teacher, sibling, friend, etc.) and the

learner. Students, in this intervention, are expected to analyze conversations and intervene their (and their partners') learning processes.

In both constructivist views the learner is seen not as a *blank slate*, but as an agent of change. In the social vision, the helper is not seen as the only provider of knowledge, but more as a mediator between the learner and the reality to be learned. The mediator takes the learner through what Vygotsky referred to as ZPD (zone of proximal development), the difference between what the learner can do without help and what they can do with help.

Tudor (2001) proposes four views of language learning: i) *experiential*, ii) *analytical*, iii) *habit formation* and iv) *the role of affect*. They are not necessarily exclusive, but complementary. As to my practice, the central one is the *experiential* vision and the other three are instrumental. This is to say, it is important for students to experience situations in which they are confronted with real uses of language which make them discover, understand, transform and internalize the realities they experience (what constructivism is about). However, one of the tools for them to internalize that reality might be the ability to try to understand wholes (language, interactions, sounds) by understanding their component parts. This is what the *analytical* view of language learning is about. These capacities to process and understand realities, at a very high degree, depend on a continuous and systematic formation of concrete habits. These kinds of learning do not happen at random or by osmosis. And of course, for a genuine situation, analysis and *habits creation* to happen, there have to be clear motivations and a proper atmosphere in which affect plays an important role.

### *Vision of classroom*

Tudor presents three visions of classroom: as a *controlled learning environment*, as *communication*, as a *school of autonomy* and as *socialization*. I think that the one that is more evident in the CCA's practices, and in mine of course, is classroom as a *controlled learning environment*. It is the CCA's curricular committee who decide what has to be learned, when, in what sequence, how and how that is assessed and evaluated. This, of course, they do based on a needs analysis process.

Nonetheless, important aspects of the other visions are also present. Our classrooms are places where authentic communication (as opposed to artificial, not meaningful, aimless use of language) is attempted and promoted (*classroom as communication*). In our classrooms, students get prepared for future uses of English in their companies, trips or educational contexts (*classroom for communication*). They are also places where *autonomy* is promoted in the psychological sense (learning strategies training) and social (team work) sense of the term. Finally, *socialization* is of the imposed kind. How? Students are told to be active participants of the learning communities they now belong to. In fact, this is part of the evaluation. If a student refuses to speak or take part of activities with partners, they can fail the course they are taking. This is another reason for deciding to take an approach that favors the development of conversation strategies.

Probably, this need to refer to different visions of language, learning, education and classroom reflects the continuous struggle between what is institutionally imposed and what we (teachers) believe in. This, in many cases, is something which is not evident to us and which might lead to confusion, sense of incoherence, discomfort or tension.

Setting a distinction between what we are told to do and what we want to, and actually do, can be something that releases us from the distress of not knowing where we are heading for. This might also shed light on courses of action to help our students.

*How this intervention plan and the research question relate*

In the research component, this intervention intends to define what kind of conversation strategies students develop as a result of the pragmatic awareness activities they will be involved in. More specifically, I will attempt to come up with a typology of the concrete actions they do to get conversations to their desired ends.

The problem from which the teacher question arose was the fact that my students failed to achieve communicative functions in interactions, or to keep conversations going, despite the fact that they were being taught strategies to do so. Thomas (1983) refers to this phenomenon as *pragmatic failure*. Kasper (1997) has suggested that explicitly teaching the pragmatics of the L2 to language students could benefit their use by making them more pragmatically aware, and this is precisely what I intend to do. The same author, Rose and Kasper (2001) proposed the concept of interlanguage pragmatics, which sees some forms of pragmatic failure (e.g. using pragmatic actions from the L1) from a more “positive” view: as strategies that language learners develop in their learning of a L2, based on the pragmatic knowledge of the L1.

Most of the studies that have been done in interlanguage pragmatics (ILP) have focused on ESL contexts and on communicative activities. This study will attempt to identify specific strategies in an EFL context and in communication and pre-communication exercises. As such, from the teacher’s perspective, it will benefit its participants, since it will devise methodologies that attempt to develop their awareness of

L2 pragmatic aspects and will give the teacher a systematic approach to pragmatics teaching. From the researcher's perspective, it will be a rich source of information regarding the conversation strategies students in the EFL context more frequently resort to.

The innovative character of this intervention lies on the fact that in the context where I teach, the lessons in which pragmatic aspects of conversations are taught do not necessarily meet the expected objectives, and this intervention could shed light on what to do to more effectively teach the pragmatic aspects of L2. One of the causes this happens might be that pragmatic lessons are taught focused on aspects important to what the teachers consider to be relevant (e.g. grammar, isolated pragmatic phenomena, pronunciation, etc). Although these aspects can be correlated to pragmatics aspects of using the language, leaving other important aspects aside can end up in an incomplete or not accurate vision of language use in the L2.

Other constraints that are seen in lessons devoted to pragmatics are: i) lack of a systematic approach to the lesson, ii) lack of students' involvement in the analysis, iii) misconception of the concept of conversation strategies from the teachers or the students part: a speech act (correcting) can be confused with the expression commonly used to convey it (*actually*), it can result in students' using the expression for other functions (pragmalinguistic failure).

This intervention considered the mentioned aspects and proposed a methodology for students to understand them, identify them, incorporate them to their language repertoire and attempt to use them in (pre)communication activities.

### *Instructional objectives*

At the end of this intervention, students were expected to:

- Enrich their pragmatic competence in English
- Learn and use basic pragmatics and conversation analysis concepts and techniques
- Use the concepts and techniques to analyze their partners' and their own performances, and notice pragmatic features or uses or conversation strategies in conversations.
- Use the noticed information to modify and regulate their own interactions in a pragmatically appropriate fashion.
- Give and get feedback regarding pragmatic aspects of conversations.

### *Methodology and topic arrangement*

The method that was developed in this intervention implied three kinds of activities i) Awareness raising, ii) Appropriation activities and iii) Autonomy activities (Thornbury, 2005).

According to Thornbury, *awareness raising activities* aim at helping learners uncover gaps in their knowledge. For awareness to happen, students have to go through three stages: *attention*, *noticing* and *understanding*. *Attention activities* imply focusing one's attention, being on the alert, interested, involved or curious. *Noticing activities* suppose the "... conscious registering of the occurrence of some event or entity" (p. 41). *Understanding activities*, Thornbury proposes, entail the recognition of a general rule or pattern. Examples of these activities are:

Attention

- Transcribed conversations (to identify background knowledge, Gist, Register, Details, Listen and read, Doubts)
- Noticing
  - identify, count, classify, match, connect compare, contrast
- Understanding
  - Discovering principles of Organization,
  - Sociocultural rules,
  - Performance effects (contrastive pragmatics between L1 and L2)
  - Communication strategies.

These are the three big steps students had to follow for them to be aware of conversation strategies use. This intervention also attempted at helping students use conversation strategies for them to be better conversationalists. This is when the other two kinds of activities are required to complete the proposed picture: appropriation and autonomy activities.

*Appropriation activities* in developing the speaking ability, according to Thornbury, imply moving from the stage of “other regulation” (awareness raising activities) to “self regulation”. They suppose taking ownership of something or making something our own. Thornbury uses another term to refer to them: *practiced control activities*. These activities involve the demonstration of progressive control of a skill where mistakes can be made and support is always at hand. Control is the objective of the practice.

Examples of these activities are:

- Drillings

- Milling activities (find someone who)
- Writing tasks (paper conversations)
- Assisted performance/ Scaffolding (Mediation of a better other)
- Communicative tasks

*Autonomy activities* imply not longer needing others assistance. This, in Thornbury's words, can be partly due to the development of *automaticity*. Automaticity implies the idea of mastering a skill without consciously monitoring its occurrence. This could lead to freeing mental space for focusing one's attention to other mental operations (e.g. in the case of conversation, recalling details, planning the next move, etc). This is considered to be a characteristic of skilled performers which in turn also allows them to be faster, more economic, accurate, better at planning and be more reliable in their conversation skills. Thornbury cites as examples of these kinds of activities stores, jokes, anecdotes, drama, role play, simulations and other traditional communication activities. However, these activities are not tasks that lead to automaticity *per se*. He proposes some conditions for these activities to actually bring about automaticity and autonomy: productivity, purposefulness, interactivity, challenge, safety and authenticity. Students should also be given feedback and correction.

The following chart presents the awareness, appropriation and automaticity activities that were carried out during the three-month intervention period. The first and second column introduce the cycle and part of the book that was covered. The third column presents the conversation strategy (the action to be performed and the gambit to be used) that students studied. The fourth column presents the activities that were carried



out in the units. Activities repeat from one unit to another. New activities (formats, recordings, transcriptions, etc) were gradually introduced.

Date		Topic (conversation strategies)	Activities that will be done
Aug-Sep Cycle (Course B1)	1 <sup>st</sup> week Unit 1*	Returning questions ( <i>what about you?</i> )	<b><u>Awareness raising activities</u></b> Attention Noticing Understanding <b><u>Appropriation activities</u></b> By the third week students will start to observe their partners performance and complete observation formats, so they get trained for the second course. They will also start to be trained on the use of the tape recorder to record their conversations. <b><u>Autonomy activities</u></b>
	2 <sup>nd</sup> week Unit 2	Ask for help in class ( <i>what's the word for?</i> )	
	3 <sup>rd</sup> week Unit 3	Show interest or surprise with expressions ( <i>Really?</i> ), repetition and questions.	
	4 <sup>th</sup> week Unit 4	Say more than <i>yes</i> or <i>no</i> . Use <i>well</i> to take time to think.	
Sep-Oct Cycle (Course B2)	1 <sup>st</sup> week Unit 5	Ask questions in two ways. Use <i>I mean</i> to repeat or clarify information.	<b><u>Awareness raising activities</u></b> Attention Noticing Understanding <b><u>Appropriation activities</u></b> Students will continue completing formats to observe and evaluate their partners' performance. The teacher will start to transcribe students' conversations to give them feedback on their performances. <b><u>Autonomy activities</u></b> Students will be given information on how to give feedback to their partners and what to do to improve their performance.
	2 <sup>nd</sup> week Unit 6	Use <i>me too</i> or <i>me neither</i> to show you have something in common with someone. Respond with <i>right</i> or <i>I know</i> to agree with someone.	
	3 <sup>rd</sup> week Unit 7	Ask follow up questions to show interest and keep the conversation going. React to news with expressions like <i>that's great</i> or <i>that's too bad</i> .	
	4 <sup>th</sup> week Unit 8	Take time to think by using <i>uh, um, let's see, let me think</i> . Use sound like <i>uh-hu, oh</i> to show interest or feelings..	
Oct-Nov Cycle (Course B3)	1 <sup>st</sup> week Unit 9	Explain words by using <i>a kind of</i> and <i>kind of like</i> . Use <i>like</i> to give examples	<b><u>Awareness raising activities</u></b> Attention Noticing Understanding <b><u>Appropriation activities</u></b> Notes, recording, formats, transcriptions. <b><u>Autonomy activities</u></b> Feedback activities (from teacher and peers) based on formats, recordings and transcriptions.
	2 <sup>nd</sup> week Unit 10	React to news with expressions like <i>good luck, good for you, you poor thing</i> . Use <i>you did?</i> To show surprise, interest or that you are listening.	
	3 <sup>rd</sup> week Unit 11	Show interest by answering a question and asking a similar one. Use <i>anyway</i> to change the topic of a conversation or to announce you are going to finish it.	
	4 <sup>th</sup> week Unit 12	Use <i>...or something</i> or <i>...or anything</i> to make a general statement. End yes-no questions with <i>or....?</i> To be less direct.	

Table 1: Chronogram of strategies to be taught and the types of activities to raise awareness on their use

### *How activities were done (protocols)*

Most of the activities that were done are in lessons C (see appendix 1) in the Touchstone book published by Cambridge University Press. Only the observation formats (see appendix 2) were designed by the teacher. All of the activities were taken and adapted from the teacher's guide. However, the most important guiding principles were taken from Thornbury's book *How to teach speaking*. Observation activities were inspired by Lynch (2001).

### *Conversation analysis tasks (Awareness raising activities)*

Students were given specific questions (attention activities) for them to understand:

- i) the situational context of conversations
- ii) the relationships among participants
- iii) the required register
- iv) the topic of conversation,
- v) the structure of the conversation (turns)
- vi) the conversation strategies being used.

They were invited to underline or circle specific information in conversation transcripts where strategies were presented (noticing activities). They had time to analyze questions in pairs or groups and to report the questions to the class. These questions (e.g., *What does Mary do to show she is interested in the conversation?*) would elicit principles they were expected to understand (understanding activities). Students were also given the opportunity to relate these strategies to what they do in their culture-language (e.g. *do you do the same?, how do we Colombians express interest?, what differences do you find*

*between the way people express interest in English to the way we do in Colombian Spanish?)*

*Controlled and semi-controlled speaking exercises (appropriation exercises)*

Before doing the practiced control exercises, students were expected to:

- i) understand the instruction
- ii) break down the instructions into steps
- iii) prepare the required information for interchanges
- iv) prepare the required gambits (expressions that accompany pragmatic actions)

Then, in the interaction they:

- v) interacted in pairs or groups
- vi) monitored performance during interchanges
- vii) evaluated

*Conversation observation exercises*

When students were in the role of conversation analysts they had to:

- i) understand the instructions and the characteristics of the conversation exercise
- ii) understand the conversation strategies that had to be implemented (gambits and moments where they have to be used)
- iii) observe and record information during partners' performances
- iv) analyze notes
- v) evaluate

*Feedback exercises*

When students were in the role of feedback-givers they had to:

- i) study the information in the formats they were given

ii) inform their partners as to what conversation strategies were used or misused

iii) explain what the cause of the strategies well use or misused was

Roles then would be changed and former evaluators would become the evaluated ones.

### *Transcriptions analysis*

Based on the students conversations transcription provided by the teacher, students would:

i) identify their use or misuses of conversation strategies

ii) find out what the possible cause was

iii) propose a plan of action to overcome the difficulties

### *Goals to be assessed*

These were aspects that would be considered as benchmarks that would show whether the intervention achieved its general objectives. Three aspects were considered:

i) what students were expected to know (knowledge), ii) what students were expected to do (skills), iii) the values students were expected to display.

#### *KNOWLEDGE*

Students were expected to know:

Basic conversation analysis concepts

Contents of conversations

Pragmatic aspects in English and Spanish

Knowledge of the observation checklists

#### *SKILLS*

Students were expected to:

Identify pragmatic information in the conversations (circle, underline, connect)

Show understanding of conversations (e.g. answering questions)

Relate pragmatic aspects between the two languages

Carry out basic (controlled and free) interactions

Achieve the expected conversational functions

Use the studied conversation strategies in the interactions

Use the gambits that correspond to the conversation strategies

Understand the information in the observation checklists

Prepare the checklist before observing partners' performance in interactions

Observe partners' performance in interactions

Notice conversation strategies use

Use the checklist to record conversation strategies use

Give and receive feedback on own performance

Modify performance based on given feedback

### *VALUES*

Students were expected to exhibit these values in pragmatics exercises

Attentiveness in awareness exercises

Instructions and guidance following

Being active in interactions

Collaboration in interactions

Readiness to give and receive feedback

Willingness to modify own performance

### *Criteria to define whether the goals were achieved*

The following questions were used as criteria to identify whether the intervention achieved its goals. They were given in question form. As they are yes/no questions, having a “yes” as an answer would imply that the corresponding goal was achieved,

#### *CONVERSATION ANALYSIS TASKS*

Did students show understanding of the conversation analysis concepts?

Did they answer the questions?

Did they exhibit understanding of the contents of conversations?

Were they able to relate the same conversation features in the target language to those in Spanish?

Did they underline or circle relevant information in the transcripts.

#### *PRE-COMMUNICATION SPEAKING EXERCISES*

Did they understand the instructions of the exercise?

Did they prepare for the interaction (information, gambits)?

Were students able to converse?

Did they achieve the objective of the conversational exchange? (e.g. describe their neighborhood, talk about their family, etc)

Did they perform the expected actions implied in conversational strategies? (show surprise, return questions, change topics, etc)

Did they use the expected gambits to support such actions? (e.g. *wow, how about you?, anyway, by the way*, etc)

Did they perform the actions and/or use the gambits at the expected moment?  
(e.g. do they show surprise after a surprising fact has been introduced in the conversation?)

*CONVERSATION OBSERVATION EXERCISES:*

Did Ss understand the format/checklist?

Did they study it before the exercise?

Did they refer to it during the exercise?

Did they check or write on it during the exercise?

*FEEDBACK EXERCISES:*

Did Ss give feedback to their partners?

Did they get feedback from their partners?

Was feedback used to plan future modifications?

*TRANSCRIPTION ANALYSIS:*

Did Ss read the transcripts?

Did they identify correct and incorrect uses of conversation strategies?

Did they identify why they succeeded/failed to use the conversation strategies?

Was this information used to plan future modifications?

If this intervention has to be evaluated regarding its outcomes, I could dare to affirm that it was successful. As can be observed in the transcriptions of conversations (see appendices), students: i) achieved concrete communicative goals, ii) devised systems to start, keep going and finish conversations (as it will be explained in the data analysis chapter), iii) talked for considerable periods of time; there are several transcribed conversations that lasted more than five minutes, had more than a hundred turns, iv)



exhibited use of the taught gambits or others students adapted from Spanish, v) avoided as much as they could resorting to Spanish, vi) collaborated with others in construction of turns, vii) exhibited conversational behaviors that were not studied in class, vi) used language to show interest, surprise, commonalities, make jokes, show sympathy, etc. All of these will be exemplified and explained later. This does not mean that pragmatic failures did not happen, but they were not as frequent given the fact that students always had time to prepare for their interactions and that they continuously reflected on what they had to correct or work on.

Reflection and awareness were key in the execution of the intervention. Although not an innovation in the center (in fact, it has become a must for teachers to create opportunities for students self-assessment), what turned out to be an innovation was the scheme that was used. The awareness triad (attention-noticing-understanding) and its systematic use and became the *modus operandi* for conversation analysis. This gave the students the chance to start to depend less on the teacher and more on the tools they were provided with.

Some activities, however, were preferred over others. The preferred activity was the conversation, the final performance. Awareness activities were also very well liked, since they empowered students with tools to understand conversations and also gave them opportunities to use English for a purpose different from communication. Students expressed that they liked the formats to observe their partners interactions, but found them difficult to use. As some said, they thought their partners had done what was specified in them, but they were not that skillful to jot it down. They mentioned that the fact that they had the criteria to observe was good for them to prepare their own

interactions but not to observe their partners. Therefore, it was not easy for them to give feedback to partners or get it from them. Giving feedback to peers was the least preferred activity.

The feedback activity students liked better was going over their transcribed conversations with their corresponding MP3 file. They expressed that they allowed them to realize a lot of things regarding the way they speak and how they were using the conversation strategies and other aspects they were interested in: use of grammar, vocabulary, pronunciation, extend of participation etc. Transcriptions and recordings were used as a didactic aid for the intervention and as tools to gather information for the research component of this project.

By the second week of the second course, students and I agreed on not using the strategy observation checklist, given their preference for transcriptions and the time concerns that emerged from the intervention and institutional pressures.

Although, interesting as a way to show students a breath of possibilities for assessment and awareness purposes, in future interventions of this type it is advisable to go for only one self-assessment tool: either the checklist or the transcription. However, if the checklist is left out, the criteria it provides should not. Providing students with the criteria for analysis or interaction proved to be an essential component of the intervention.

## Research design

In its pedagogical component, this project sought to promote the acquisition of English conversation strategies in (pre)communication exercises (Ribeiro, 2002) in a group of EFL beginner adult students at the Centro Colombo Americano in Bogotá. A series of Awareness-Appropriation-Automaticity (Thornbury, 2005) exercises was proposed as part of the class instruction in the implementation of conversation strategies. This innovation set the stage for the occurrence of a considerable number of communicative interactions among students, in which students were expected to display their pragmatic competence (Thomas, 1983). A question the researcher would be immediately tempted to answer would be related to the effectiveness of the awareness raising exercises on students' pragmatic performances. More specifically, one would like to know whether the strategies that students studied were the ones that they finally used and that chances of pragmatic failure were reduced. However, interesting as it might surely be, this was not its purpose. Instead, this study took on the issue of the development of strategic competence (Canale & Swain, 1980) in students. It focused on the activities that students developed as the result of the kind of instruction they received.

As such, the following research questions were answered:

- General research question:

What conversation strategies do students resort to in (pre)communication conversation exercises during and after three months of explicit pragmatic instruction?

- Specific questions:

1. What conversation strategies do students use to start conversations?

2. What conversation strategies do students use to keep the conversations going?
3. What conversation strategies do students use to finish conversations?

These questions presuppose the following research objectives:

1. Create a typology of conversation strategies that students develop in (pre)communication activities as the result of explicit pragmatic instruction.
2. Define the specific conversation strategies and sub-strategies that students resort to start conversations, to keep them going and to finish them.

This chapter presents the procedures that were implemented to answer the questions that guided the project. First, it makes a description of the research approach that was implemented in the study: conversation analysis. Second, it presents a discussion of the methodological framework (type of study) in which the study was set. Third, it outlines the techniques and procedures this type of study presupposes. Fourth, it makes a description of the setting in which the study was carried out. Finally, it explains the instruments that were used to collect data and the piloting and validation strategies that were implemented.

#### *Research Approach (Conversation Analysis)*

Attempting to define the types of communication strategies students develop implies an understanding of the way they actually communicate. It is discovering the concrete actions students perform to organize their talk in a way that they are able to solve communication problems (Dornyei & Scott, 1997) or to keep conversations going (Kehe & Kehe, 1994). The social organization of conversation is the central goal of

Conversation Analysis (CA). This is to say, Conversation Analysis focuses on how conversations are managed depending on the settings where they occur. It focuses on those “hidden rules” that make that people choose to talk (or not) in certain ways as the result of their roles in the communicative situation they are in. Have (1990) defines Conversation Analysis as a research tradition that attempts to describe and explain the competences that speakers use and refer to to participate in intelligible socially organized interaction. Conversation Analysis is usually considered as part of the general domain of Discourse Analysis. Scholars like McCarthy (2001) define Discourse Analysis as “...the study of language and the contexts in which it is used.” (p. 5). This author states that Conversation Analysis specifically focuses on the “... close observation of the behavior of participants in talk and on the patterns which recur over a wide range of natural data.” (p.6). In the case of this study, this definition relates to classroom talk (student-student) as a specific type of conversation genre.

#### *Type of study (Conversation analysis)*

A first glance at this study would make us conclude that what is being studied is a particular social phenomenon. However, this Conversation Analysis project couldn't be set in the realm of phenomenology, since it does not attempt to understand the essence of the experiences (Creswell, 1998) of those who use conversation strategies in an EFL context. Instead, it attempts to understand the techniques, methods and procedures used in speakers' trying to achieve specific communicative aims. This, according to Have (1990), is the purpose of conversation analysis as a type of study. It is considered as one strategy of ethnomethodological studies, the purpose of which is to make common sense something visible and examinable. Have defines common sense as those assumptions that

are taken for granted or considered to be natural. Methodologically speaking, those assumptions make social studies difficult since they rely on something that is apparently invisible and not subject of examination. The techniques used in Conversation Analysis (recording and transcribing) serve the purpose of making common sense assumptions about conversation visible and examinable.

In regards to the study that is reported here, a conversation analysis would allow us to unveil and understand the nature of those actions our students perform and that we just consider to be part of their natural language behavior.

#### *Techniques and procedures*

Conversation analysis proposes (*idem*) a seven step procedure to gather and analyze data:

1. Recording: conversation analysts decide what data to record. There seems not to be naive decisions as to what to record. Recordings are always selective, since there is always a human factor that influences our choices. In the case of this report, I decided to record precommunication activities in lessons in which pragmatic communication strategies were taught.

2. Transcription: According to Have, this process allows conversation analysts to start to see “the obvious” “the taken for granted” which is considered to be invisible or unexaminable. Burns (2003), and Lankshear and Knobel (2004) state that the level of specificity in the transcriptions is up to the analyst. This is to say, according to their interests, they decide whether to include conventions that represent specific traits of talk. In this project, communication behavior is observed mainly in its verbal aspect. However, some non-verbal aspects like overlaps or intonations are also considered as strategic.

Therefore, transcriptions included symbols that represent verbal (words) and non-verbal (turns, pauses, overlaps) phenomena.

3. Episodes selection: Have recommends that specific verbal episodes are selected to illustrate the devices that allow the structuring of talk. This is done for specificity and for practical reasons. It does not make much sense to include a whole conversation just to illustrate a specific strategy. Following this principle, this study will analyze what Sinclair and Coulthard (as cited by McCarthy, 2001) have termed *moves*. Moves are usually composed of an *initiation*, a *response* and a *follow-up*:

*A: Gabriel is coming tomorrow. (Initiation)*

*B: Oh yeah? What time? (Response)*

*A: At 8, I guess (Follow-up)*

4. Making sense of episodes /Typification: in this stage, once the analyst has identified specific responses, he starts to interpret them and to make sense of them. In this project, coding was used to identify the communication strategies that students used. However, it is important to notice that the kind of coding that was used here is a hybrid between a-priori and grounded analysis (Burns, 2003; Lankshear and Knobel, 2004, Creswell, 1998). It is *a priori*, since it initially relied on some pre-established categories for communication strategies (Dornyei, 1997; Kehe & Kehe, 2000). This according to Lankshear and Knobel gives the study a quantitative research status. However, when the categories of analysis were not enough to account for the data phenomena, new codes were coined. Hence, new categories emerged. This, according to the authors would give the study a qualitative character given the use of one of its most well-know techniques *in-*

*vivo* or *grounded coding*. Codes were coined not only for specific strategies, but also to come up with new superordinate categories.

5. Explicate the interpretation: In this step, the research uses the results of the previous step and their own membership to account for their interpretations. In other words, the researcher's intuition and technical knowledge plays an important role here. In this project, I explained the established and emergent codes using my knowledge as a former learner of English. This is not explicitly made evident in the explanations, but should be borne in mind when reading them. I share the same L1 with students and I also have specific meta-knowledge about both the L1 and the L2.

6. Elaborating analysis with subsequent utterances: This is analyzing the episodes (moves) in the light of the other episodes in the same exchange. This is why some transcriptions include more than one move, so the realization and explication of a strategy is understood in its naturally occurring context.

7. Comparing episodes to other instances: This is comparing the episodes to others occurring in different exchanges. This was done as part of the research methodology, but not explicitly included in the report for space and briefness reasons. For report purposes, I selected which I considered to be the best episodes.

Have admits that some analysts tend to collapse steps 4, 5 and 6.

*A word on validation techniques for Conversation Analyses (why other voices are not included)*

It might be argued that the interpretation and explication of the episodes might be incomplete or lack validity given that they do not include other voices (e.g. other colleagues' or the research subjects') or other sources of information that confirm them.



Have (1990) argues that “there is no way to know how an interpretation of an action by a participant, produced in a setting different from the original one relates to the action so interpreted” (p. 34). According to him, it could be a difficult task for participants to reconstruct the “moment-by-moment interweaving of meaning in interaction” (*idem*), which is what the conversation analyst does in their continuous analysis of recordings and transcripts. He adds that there could be a tendency from the participants’ part to interpret actions in a way that favors them or to give partial accounts. In this case, I would add that the opposite tendency could also be possible. For example, in the interpretation of a stalling strategy (which is seen in this study is a mechanism for students to hold the floor), a student might interpret it as a mistake, a lack or a poor ability to keep uttering words.

Have adds that participants’ interpretations are not taken in consideration in CA since its intention is not to discover hidden meanings or strategic projects. On the contrary, he comments, CA aims at understanding the meanings and the actions that are actually and observably produced in and through conversation to describe the technology they use to bring those about.

### *Setting*

This study took place at the Centro Colombo Americano in Bogota. The data was collected in a group of 13 students who took the basic courses 1-3 in the Adult English Program from August 15<sup>th</sup> to November 14<sup>th</sup>. Basic groups take the classes for three months with the same teacher. The pedagogical intervention started when the students were taking course 1 continued for the other two courses. The data collection process started at the end of the first course.

These students are adults whose age is from 18 to 35. There are 4 men and 9 women. Three of them are university students. The other 10 finished majors and are currently working. They were placed in the basic block through the Center's oral placement test. Students at this level are considered either true (they show some evidence of use of English) or false (they do not use English at all) beginners. For a more in-depth description refer to the previous chapter.

The students were informed about the study and agreed on taking part of it. They signed consent forms (Appendix 4). The Center was also informed. A consent form was also signed by the Adult Program director (Appendix 5).

*Instruments for data collection (piloting and validation strategies)*

The following chart illustrates the strategies that were implemented to pilot the instruments and to give validity to the instruments and the data being collected.

<b>Data collection Instruments</b>	<b>procedures to collect such data</b>	<b>Validation Strategies</b>
1 Recordings (Burns, 2003)	<b>Familiarization Phase</b> 1. Informal recordings 2. Training students on recorder's use  <b>Implementation Phase</b> 1. Selecting students to be recorded 2. Responsible students 3. Strategic use	<b>Familiarization Phase</b> 1. Select recorders and tapes (condition and operation=) 2. Train Ss on use (position, operation) 3. Listen to them for quality check-up 4. Draw conclusion on use  <b>Implementation Phase</b> 1. Review strategies use 2. Apply operation strategies
2 Transcriptions (Burns, 2003) (Lynch, 2001)	1. Transcribe after recording sessions  2. Use conventions in Burns (2003)	1. Transcribe conversations 2. Give them to a peer to check whether he hears the same 3. Confirm with Ss in case of doubt 4. Make necessary modifications

Table 2: Data collection instruments and procedures, and validation strategies

Conversational studies base their analysis on recorded and transcribed conversations. Since one of the aims of conversations analysis is to collect data in their naturally contexts, it is important to implement strategies that impede that the recording devices are intrusive in the normal flow of communication activities. In order to avoid this, students were given the chance to get familiar with their use. At the end of the first course, two rehearsal recordings were made. Students had the chance to manipulate them and to ask questions or make comments as to the problems they had when using the recorders or the tapes. Given that most of them had operated similar ones previously, it was not difficult for them to adapt to their use. Students reported not finding the recorders inhibitory. On the contrary, as the recordings became part of the pedagogical innovation

(they had the chance to hear how they did in the activities and to plan improvements based on their analysis), they found their use beneficial to their learning.

The definite recordings were made and conversations were transcribed in courses 2 and 3 (See Appendix 7). Conversation analysis conventions (see Appendix 6) were used to represent the different verbal and non-verbal phenomena. Once they were ready, they were sent to students and to colleagues at the Centro Colombo Americano via e-mail. Recordings were converted into MP3 files using Audacity audio editing software. Transcriptions were written in Microsoft WORD. Students printed copies of the transcriptions and made corrections when necessary. Colleagues used the Track Changes function in WORD toolbar to make the necessary changes. New modifications were made to transcriptions in the light of students and colleagues changes and new hearings of the recordings. Burns (1999) refers to these data validation processes as *member checks* (students) and *peer examinations* (colleagues). Once conversation transcriptions were validated, they were analyzed and coded using the “control de cambios function” (see Appendix 7).

The proposed data collection instruments and strategies sought to guarantee that a good “picture” of the students’ interactions was taken. This facilitated the analysis of the strategies that students resorted to in their interactions, since many of those processes were made “visible” and subject to examination. Getting to discover those principles that govern the structure of their conversations implied going through the seven steps proposed in conversation analysis research framework. This is the focus of the next chapter of this project.

## Data analysis

To determine the conversation strategies students resorted to, I used a conversation analysis approach which implied recording and transcribing conversations, selecting representative episodes, interpreting and typifying, explicating the interpretation, and validating the explication with neighboring utterances and other episode instances. (Have, 1990)

In the interpretation and typification stage, I relied on both grounded and *a priori* coding procedures (Burns, 2003; Lankshear and Knobel, 2004, Creswell, 1998). It was *a priori*, since it initially considered some pre-established categories for communication strategies (Dornyei and Scott, 1997) and for conversation strategies (Kehe & Kehe, 1994). Nonetheless, a great deal of the codes emerged from the data, which gives the data analysis a grounded nature too.

Kehe and Kehe define conversation strategies as “...skills that help the speaker/listener keep a conversation going to its natural or desired conclusion.” (p. v) A simple analysis of this definition, the examples that the authors present in their work, and commonsense knowledge on conversations suggest that conversations have a beginning, a middle part, and an end. This in turn presupposes that to get conversations to their “desired conclusion” speakers have to use strategies to begin them, to keep them going and to finish them. The analysis of the data and this reflection originated these first three categories.

Research Question	Categories
What conversation strategies do students resort to in semi-controlled conversation exercises during and after three months of explicit pragmatic instruction?	1 Strategies to start conversations
	2 Strategies to keep conversations going
	3 Strategies to finish conversations

Table 3: Research questions and general categories of strategies

The three general categories imply the following three sub-questions:

1. What conversation strategies do students use to start conversations?
2. What conversation strategies do students use to keep the conversations going?
3. What conversation strategies do students use to finish conversations?

The answers to these questions shed light on the nature of beginner EFL students talk in a meaning and fluency context. This is the purpose of conversation analysis studies: According to Psathas (1995) CA (conversation analysis) studies the organization and order of social action in interaction. (as cited by Seedhouse, 2004). This study focuses on how students organize talk to carry out communicative aims. Therefore, it attempts to identify the mechanisms that students in this particular context develop to start interactions, keep them going and finish them.

#### *Starting Conversations*

Starting the conversation is understood here as the process of taking the first turn in the interaction. **Taking turns** is one of the main subcategories in (2) strategies to keep the conversation going. However, I consider that it deserves special attention since it

exhibits particular traits, since neither starting a conversation nor finishing it was the focus of the pragmatic awareness instruction. In fact, all the emphasis of the instruction was placed on how to keep conversations going. Nonetheless, students resorted to specific strategies to initiate their interactions.

Research Sub-question	Categories
1. What conversation strategies do students use to start conversations?	1.1 Greeting
	1.2 Referring to assigned initiation
	1.3 Referring to aspects of immediate context
	1.4 Negotiating who starts

Table 4: Strategies to start conversations

Starting a conversation seems not to be of particular interest for conversation analysts or linguists in general. A simple search in a web browser like Google will yield thousands of sites the purpose of which is to help people cope with the difficulties and discomfort doing so might entail. Apart from our everyday teacher examples like that according to which English people start conversations with people they do not know by referring to topics such as the weather or things around them, there are no concrete studies that report how this is actually done. In this specific context I did not analyze how students started conversations with a stranger. In this context, students had already met each other and had a good relationship with and some knowledge about their classmates. Therefore, conversations were started not to meet a stranger or start a complex information or service exchange, but just to get to know each other more and to practice conversation abilities and language forms.

It is necessary to understand that there were several factors that might have affected the way students started their interactions: i) their interactions were being recorded, ii) they were provided with specific questions or statements (the ones in the

textbook, see Appendix 2) that defined the kinds of interactions they were going to have and iii) they were grouped at random; hence, they did not choose who to talk to; they usually had to talk to a person who was not sitting near them.

In the following Extract (1.1.), C starts the conversation by **greeting** her partner. The greeting is responded and the conversation is immediately begun.

**(1.1) Hi, do you live around here?**

1. →C: Hi Olga
2. O: Hi Cecilia
3. →C: e::h do you live around here?
4. (5.0)
5. C: do you live around here?

(Conversation1)

This initiation makes sense in this EFL classroom. It seems to be affected by factors ii (provided initiation) and iii (random grouping). Students start by greeting (line 1) since they were not sitting together, and then proceeded to use one of the provided questions for interaction (line 3). Something interesting is that students in this extract (1.1) do not follow up on their greetings by asking how they are like students in extract (1.2) do. This can be due to their not yet grasping the importance of concepts like politeness in the initiation of conversations, their having already greeted each other or because their just being interested in getting the outcome of the conversation.



### (1.2) Good morning

1. N: Good morning, Olga.
2. O: Good morning Nini, good morning Carolina, (how about you?)
3. N: Hello Olga, hello Carolina,
4. C: hello (\*how about you?\*) how are you?
5. N: I'm fine
6. C: fine, thank you
7. ((laughther))

(Conversation 7)

Another observed strategy was the **initiation** of conversations by referring to the number of the question in the textbook conversation exercises. Here I refer to this strategy as using **assigned initiating questions or statements**. See the following extract (line 1).

### (1.3) The number one

1. →Y: ok (.) the number one=
2. H: =you first
3. Y: I:: I: (.) live in an interesting neighborhood
4. (2.0)
5. C: why?

(Conversation 8)

This beginning is clearly influenced by factor ii (number of questions in textbook). It is often argued that this kind of features makes this type of interactions not natural. However, from a conversation analysis perspective, it can be said that the conversation just reflects the social distribution of talk as it is influenced by the contingencies of the context where it happens.

This context, in fact, was also influenced by the presence of tape recorders I used in the data collection process, which students had to manipulate to record their own conversations. This sometimes also affected the initiations as it can be seen in the first turn of conversation extract (1.4).

**(1.4) Wait a minute, please**

1. →C: Wait, wait a minute please
  2. K: Question me
  3. J: What do you do after class Camilo? E::h do you (.) do you (.) go (.) out (.) for (.)
  4. coffee?
- (Conversation 6)

Here I refer to this strategy as **Referring to aspects of immediate context**. C was the person in charge of the tape recorder and had just pushed the record button. It is interesting and worth noticing here that she resorted to an expression that was taught at the very beginning of the course as a gambit to be used when students were correcting homework or had to do controlled practice exercises. Likewise, students were also taught expressions to **negotiate initiation** (e.g. *who starts?*) in role-plays or conversation model controlled practice exercises. Students also resorted to these or to variations (e.g. using the verb in question form) as in extract 1.5.

**(1.5) You start**

1. L:→ Start?
2. (3.0)
3. L: I live an exciting e:ah exciting neighbourhood (too?) (.) e::h
4. J: me too why?

(Conversation 11)

In these episodes, we have seen how students resort to different devices to initiate their interactions. These devices come up as the result of the demands of the immediate communicative context (type of exercise being done, grouping and sitting arrangement,

influence of research tools) and might eventually be evidence of students' development of a discourse competence in the second language. As said above, it is interesting to notice how students resort to previously learned language, learned in a different context and for a different purpose.

Castañeda (2009) proposes that the above mentioned categories could also be considered as categories to take turns since they function as transitions towards the turns that follow. He proposes that they are moves students make as a result of the instructional design. I think Castañeda makes an accurate observation which is consistent with the idea that students talk is influenced by the context of interaction. In fact, they could be considered as strategies to take turns.

Once conversations started, students had to carry out several kinds of actions to keep conversations going and to take them to a desired conclusion (e.g. finding out something in the group). Strategies to keep on talking were the main focus on the pedagogical component and were, in fact, the richest source of information and the richest producer of categories.

### *Keeping Conversations Going*

I was able to differentiate between two types of strategies students used to keep conversations going. The first is **strategies for turn-taking**. The second is **strategies for developing topics in the conversation**. Although they might eventually overlap: in a turn a student might say something to take the floor and to begin a new topic, they are analyzed separately, since different mechanisms were observed to perform these two actions. Turn-taking strategies are understood here as those things students do to talk or not to talk, or as Spolsky (1998) puts it, "the rules for determining who speaks when in a

conversational exchange” (p. 125 as cited by Ardila, 2004). Developing topics strategies are referred to as the actions students do to convey and elaborate meanings. Clearly the first ones are of a sociolinguistic nature, since they have to do with the social distribution of talk, while the other ones are more psycholinguistic, given that they have to do with how ideas are conveyed so that they are well understood or constructed by both the speaker and the hearer.

### *Turn-Taking Strategies*

According to Sacks, Schegloff and Jefferson (1974), turn-taking is used in different kinds of social activities like the organization of moves in games, the regulation of traffic in intersections and what they refer to as ‘speech exchange systems’. Examples of speech exchange systems are meetings, debates, ceremonies, conversations and the like. These authors assert that the presence of turns in talk suggest an economy in which turns are valued and with specific mechanisms for their distribution, as it happens with goods in economic systems. These mechanisms will determine how turns are distributed in talk. Here, those mechanisms are referred to as turn-taking strategies.

Sacks et al.’s refer to the mechanism that governs the way turns are taken as local management system. According to this, turns are not allocated in advance as it happens in a debate for example, but the speakers decide whose turn it is as they converse. A set of rules seem to govern turn taking and they are at the disposal of participants to select them as they consider necessary. The system is based on turn constructional units (TCU’s). TCU’s can take the form of sentences, clauses or words.

Decisions on when to take turns are based on the identification of Transitional Relevance Places (TRP’s). A TRP is the moment in which a listener might take the floor.

TRP's, according to Sacks et al's, are cued by the completion or projected completion of a syntactic unit. Ford and Thompson (1996, as cited by Young and Lee, 2004) defined that for an utterance (or TCU) to be syntactically complete three conditions have to be met. First, it has to be interpreted as a complete clause. This is to say, the predicate of the TCU is overt or easily recoverable. We could also refer to this as semantic completion. Second, there has to be a completion or projected completion of the TCU as an intonational unit. It is understood, because of its intonation, that a TCU in the form of statement or a question is about to finish or has just finished. Third, there has to be a completion or projected completion of the TCU as a conversational action. In other words, it has to be clear that a pragmatic action (e.g. complement, request) has come to an end.

Conversation analysis studies in the language learning classroom demonstrate how turn-taking might be affected by the type of pedagogical focus given to language learning. Seedhouse (2004) reports studies of the organization of turn taking in i) form and accuracy contexts, ii) meaning and fluency contexts, iii) task-oriented contexts and iv) procedural contexts.

According to the author, form and accuracy contexts generally involve "...tight control of turn taking and an adjacency pair consisting of teacher prompt and learner production with optional evaluation and follow-up actions."(p. 111). Interactions, however, are not necessarily homogenous and a great deal of variability has also been observed in these contexts.

Meaning and fluency contexts might have variability, among other things, depending on the teacher being present or not in the interaction, or the degree of control

of the teacher when being present. Nonetheless, the main characteristic of turn taking in this context is that students have sufficient space to develop topics, to contribute new information, especially concerning "...their immediate classroom speech community, their immediate environment, personal relationships, feelings and meanings, or the activities they are engaging in" (p. 118). This coincides with what I observed in my classroom, which is considered to be a meaning and fluency context and, this is precisely the focus of analysis of this section.

The conclusion that the author drew from task-oriented contexts is that the speech turn-taking system, as the focus of the class, is oriented to the achievement of the tasks. An example of this is that tasks necessarily implied the generation of clarification requests, confirmation checks and self-repetitions. This, therefore, was reflected in the turns taken by students. In the conversations I analyzed, I also found a considerable number of these strategies; however, it can be argued that their presence is the result of students lacking resources and not of the nature of the tasks themselves, as it will be shown.

Finally, procedural contexts are characterized by having little or no turn taking involved in the L2, since its focus is in the transmission of procedural information and this results on a heavy use of monologue from the teacher's part.

In this section, I will attempt to characterize the local management system of turn taking in the group of beginner EFL students I have referred to. To define the turn taking local management system, I will refer to the strategies they used in their interactions in semi-controlled conversation exercises. These strategies categories and subcategories are summarized in the following table.

Question	Categories	Sub-Categories
<p>2.1 What conversation strategies do students resort to to take turns in conversations?</p> <p>What is the nature of these students local management system?</p>	2.1.1 Taking the floor	i. Negotiating initiation
		ii. Asking questions
		iii. Responding
		iv. Making comments
		v. Interrupting
	2.1.2 Keeping the floor (self-construction of turn)	i. Responding
		ii. Repairing
		iii. Stalling (Taking time to think)
		iv. Code switching
		v. Raising intonation
		vi. Approximating sounds
	2.1.3 Yielding the floor	i. Responding
		ii. Asking questions
		iii. Assessing what one has said
		iv. Not overlapping
		v. Using falling intonation
		vi. Stressing pronouns
	2.1.4 Co-constructing the turn (helping or getting help)	i. Offering to co-construct others turn
		ii. Asking for help in co-construction

Table 5: Strategies to take turns

The four categories were created keeping in mind that turns are either taken or allocated. When taken, a speaker constructs them and/or gets assistance in their construction. When allocated, the person who yielded the floor might contribute in the elaboration of their interlocutor's turn. There are yet other sub-categories in the typology that are in the type-subtype relationship with the proposed sub-categories. These will be presented in new tables and explained in other sections below along with extracts from conversations that illustrate them. It will also be explained why there are strategies that repeat themselves in other categories.

### *Strategies to take the floor*

Here, they are analyzed as different from the strategies to start conversations, although as explained above, starting a conversation necessarily implies taking the floor. In this project, they are defined as the concrete actions speakers do to start to speak when others have finished (or about to finish) speaking.

#### **(2.1) Negotiation**

- 7 →H: \*ok\* (.) OK, you go first  
8. →D: a:h (.) ↑question first  
9. H: [e:r]  
10. D: [I? ]  
11. H: YES,=  
12. D: =yes?=  
13. H: =\*yes yes yes yes\*  
14. (2.0)  
15. →D: e:h what do you do, (1.0) what do you do after class? (1.5) do you go out for  
16. ↑coffee?  
(Conversation 5)

Extract 2.1 shows the first example of turn taking as the result of a **negotiation**. In line 7, H yields the floor by using *you go first*, a gambit that had been taught in class. D then takes the floor by using *question first* with rising intonation, which might be interpreted as *should I ask first?* or *Should I start with the first question?* This is understood and confirmed by H in line 13. Finally in line 15, D takes the floor by asking a question. Castañeda (2009) observes that apart from negotiating the turn, there is also negotiation of meaning which happens in turn 9, where H seems to be puzzled; 10, in which D asks again if she starts by using “I?”; 11 and 12 where the overlap presents H’s



confirmation and D's request for it. This, according to him, makes the strategy even more complex than expected.

**Asking questions** is the second case of strategies to take the floor. This strategy can have subcategories depending on the types of questions that can be asked. For the purposes of this study, they were classified into grammatically complete questions and questions made with chunks or key words. The questions in lines 15 and 16 in 2.1 are examples of the first sub-type. In the transcripts, complete questions are usually the ones that are provided in the textbook for students to guide their interactions or the ones that students have time and guidance to prepare. Questions made with chunks or key words usually show up as the result of students' interest to ask something that they want to know.

## **(2.2) Where in Tolima?**

16. C, yes, I I don', I:: know (.) that. e::h where are you ↗from?

17. O: um: I I am (fro::m) eh Tolima

18. →C: YES? Really? Were where where place? What place?

(Conversation 1)

In line 18 of extract 2.2, C resorts to using the key words *what place* and *where*. This could be taken as an appropriate way to react to O's information. Maybe in an accuracy focus learning context, C would have been expected to resort to "grammatically complete forms" like *where in Tolima are you from?* However, this form would be redundant in the sense that it would repeat already introduced information. Furthermore, as McCarthy (2001b) points out:

... conversation analysts and corpus linguists present evidence for a re-assessment of the sentence as a viable unit of grammatical description. Well-formed

sentences are the exception rather than the norm in many kinds of everyday conversation (e.g. casual talk, some service encounters)... (p. 108)

The same as asking a question is a strategy to take turns, **responding** is also a way of doing so. Responses can also take different forms. Speakers might resort to short answers as a strategy to take the floor and immediately yield it. They might also decide to expand on what they say. Both strategies are considered here as strategies to keep or yield the floor respectively.

### (2.3) I live near the Universidad Nacional

6. L: ah (2.0) ah (3.0) ah [ do you ] live around here?
  7. M: [Hi Camilo]
  8. (2.0)
  9. →C: I live (1.0) e:m in Restrepo
  10. (1.0)
  11. L: in Restrepo?
  12. C: yes, how about you?
  13. → L: I live, I live in e:h Centro Americas
  14. (2.0)
  15. C: where? Is near ↓to
  16. L: is near to the:: em::: (3.0) Mundo Aventura Park
  17. C: Ok, how about you Maria C?
  18. →M: Ok, eh I live in Palermo (.) is (relative) near (0.2) of the University Nacional
- (Conversation 2)

In 2.3 it can be observed how M expands her response by adding additional information (line 18), which is different to what C and L do (lines 9 and 13).

Nonetheless, M, C and L resort to a strategy taught in class (saying more than *yes* or *no*).

In fact, this activity was done the day the strategy was taught. Students were told that

saying more than *yes* or *no*, shows one is interested in the conversation and that it is a way to keep conversations going. The three of them respond to the question *do you live around here?* by saying where they live. This is one of the cases in which students deviated from the given instructions and resorted to their personally constructed strategies. This semi-controlled exercise presupposed the use of a short answer: *yes, I do* or *no, I don't*. However, students decided not to use it, maybe due to the fact that they share knowledge related to where their places of living are in the city. In this sense, just saying where they live would be enough for their partners to understand how far they lived. Students deciding not to use the short answers could be interpreted as their not understanding instructions. However, it could be argued that, on the contrary, it is the materialization of their discursive strategy which makes them be brief and not redundant. This, however, seems not to be the case of M's turn (line 18). This strategy (giving additional information) is one of the most frequently observed in the interactions.

Asking questions, responding, expanding information and reacting were the strategies that instruction focused the most on. Reactions were mainly studied in the form of specific expressions to show interest like *really*, *wow*, *that's great* also referred to as reactive tokens (Young and Lee, 2004). Students used these expressions but also resorted to other forms of reactions like **making comments**. Making comments, although a typical form of taking the floor in a conversation was not part of the instruction.

#### (2.4) uich, It's a big family

50. C: do you have, do you have brother and sisters?
51. O: yes, e::h I am:: /three? e::h brothers, >four<
52. C: four brothers?
53. O: eh three brothers a:nd one sister
54. → C: uich, It's a big (.) family

55. O: yes:, so big my mother eh don't ha:ve TV  
 56. →C: ((laughter)) ye(h)s she ( ) ((giggle)) yes she does. e::h but I am only child. I don't  
 57. have brother or sister, \*or sisters\*  
 (Conversation 1)

The comment C makes in line 54 is an assessment of what O has said about her family. This assessment is preceded by the expression *Uich*, a reactive token that can be an equivalent to the English *oh*. It is through the use of this expression and her assessment that C takes the turn. In 51, she takes the turn again to also respond the question and to follow up on the joke she and O started.

The examples seen so far respect the TRP's, since they occur after a TCU has been completed semantically, intonationally and pragmatically. When this is not the case and the floor is taken "by force", a new strategy is observed: **interrupting**.

**(2.5) I go straight to work**

8. O: what do you do after class? Nini  
 9. N: e::h (2.0) pero te falta complemen' (.) (te falta el  
 10. complemento)  
 11. O: Um (2.0) do you go (.) do you get out for coffee?  
 12. N: yes I do. E:h I coffee e:h cafeteri e:h the Colombo (2.0) how about you?  
 13. →O: um: I go:: e::h (at work) to::  
 14. →N: stree(k), [stree(k) ] (at work)  
 15. O: [straight ] (.) I go straight e::h at work e:::m in my::(\*eight\*) e:h  
 16. (o'clock) I take breakfast [ for e:h I take breakfast  
 (Conversation 7)

In line 14, N interrupts O's attempt to finish her turn. The two colons (::) after *eh* and *to* in line 13, which represent the prolongation of the /e/ and /o/ sounds, show that O was signaling that her turn had not finished and that she was trying to maybe retrieve a

word or remember what she wanted to say. In her interruption, N probably intends to point out that O has missed one of the words she was supposed to use in the answer: *straight*, which O then confirms in line 15. Another type of interruption, the purpose of which is to ask for clarification of meaning, and not to repair form, can be seen in the following extract.

**(2.6) My mother is from Tolima**

- 90. M: my father is e:m antioqueño (1.0) my mother is tolimense
- 91. C: yes because the ( ) are ( ) are big families
- 92. ((giggle))
- 93. L: the original place is (.) Tolima, el Tolima?
- 94. →M: el tolima. Dolores Tolima my mother (1.0) [My father is]
- 95. →L: To[lima:: ]The place specific e::h
- 96. Tolima
- 97. M: e::h (2.0) Dolores Tolima is
- 98. L: ah Dolores

(Conversation 2)

This interruption is different to the one in 2.5, since it happens as M is speaking. Both M and L's turns overlap (as marked by the [ ]) and then L takes the turn. M fails to complete the TCU semantically and pragmatically, since she is not able to express where her father is from. Overlaps and latching usually occur in conversations, but not always to interrupt. A salient characteristic of students talk in this context is that overlaps are not frequent. There is a tendency to take the turns when the others have finished theirs.

Negotiating the initiation, asking and responding questions, making comments and interrupting to correct form or to ask for clarification denote collaboration in the division of turns. Taking the turn is usually done with the mutual consent of the

participants and students signal when this will happen. Interruptions, rather than being disruptive, are polite attempts to encourage the others to continue.

Once a turn is taken, students might decide whether to return it immediately to their listener or keep it to make headway in the achievement of the final communicative goal of the activities. The actions that speakers do to construct and keep their turns are referred here as strategies to keep the floor.

The following table summarizes the strategies to take the floor.

Categories	Sub-Categories	
2.1.1 Taking the floor	i. Negotiating initiation	
	ii. Asking questions	a. Complete questions
		b. Key words
	iii. Responding	c. Short
		d. Extra info
	iv. Making comments	e. Assessment (reactive token)
	v. Interrupting	f. To repair
		g. To ask for clarification

Table 5.1: Strategies to take the floor

### *Strategies to hold the floor*

An EFL learner might face different kinds of obstacles in their attempts to elaborate their turns and keep the floor. One of these is their lack of linguistic or communicative resources. The actions that students do to compensate for their lack of resources are traditionally referred to as communication strategies. (For a discussion and comparison between the concepts *conversation* and *communication strategies*, see the literature review session).

Some of the examples of strategies to keep the floor I refer to were originally introduced in the realm of communication strategies. This is why I use the terminology coined to refer to those phenomena. I also present strategies to keep the floor that are not

necessarily the product of an attempt to overcome a language lack, but attempts to construct a turn: examples of those are **asking questions** and **responding**, which were illustrated in the previous section. Is asking a question or responding both a taking the floor strategy and a keeping the floor strategy? The answer seems to be *yes*. It seems to be a matter of temporality and will. The decision to make a question and the fact of enunciating it are the components that facilitate taking the floor. Deciding to make it long or short and to keep on enunciating it are the components that make it a floor keeping strategy. Resorting to actions to compensate for ignorance or forgetfulness is a keeping the floor strategy as well.

### (2.7) Living near a university is a nuisance

36. →M: me /neither/ e::h my problem is e::h there is a uniti' (.) a university exit e::h

37. →e:h near in my apartment because is a lot of (.) </studies/? S (.) s (.) studies?

38. A: students

39. M: studients

40. C: student

41. M: students (1.0) many (e)stores (.) for drink liquor?

(Conversation 10)

Extract 2.7 presents a commonly used strategy in turn construction: **self-repair**.

Dörnyei and Scott (1997) define self-repair as "...self-initiated corrections on one's speech" (p. 190). In line 36, M tries to say *university*, but instead she utters *uniti*, which is immediately corrected. In the same TCU she wants to pronounce *students*, but pronounces it *studies*. She pronounces the word as /studis/. In this case, she is resorting to another lexical compensation strategy: **use of similar sounding words**. This strategy is described as "compensating for a lexical item whose form the speaker is unsure of with a word (either existing or non-existing) which sounds more or less like the target item" (*ibid*, 191). These two strategies appear to compensate for the lack of knowledge (or the inability to remember) the pronunciation of the lexical items needed to convey the message. The student, nonetheless, relies on her partial knowledge of the items and on the presupposition that her classmates share the knowledge she misses and are able to reconstruct the message she tries to convey. Acknowledging her lack of knowledge, rather than being a face threatening event, results in a strategy that allows her to keep on constructing her turns and attempting to get the message across.



In fact, *acknowledging ignorance* or *immediate access to language resources* could be alternative terms to refer to communication compensation strategies. Another mechanism that can serve this purpose is the use of specific devices to signal that the speaker is trying to access resources or information that they can't easily retrieve. Here I refer to these strategies as **stalling devices** or strategies to take time to think. This last term (strategies to take time to think) is used to present this kind of devices to students. The gambits that accompany this strategy and that are presented in their textbook are *let me think, let me see, well, uh and hum*. However, it is frequent to observe that students prefer to resort to strategies of their own (L1).

#### **(2.8) I just work in the evenings**

14. ((laughter)) Do you have a part time job?

15. →A: e::h no no I don't full time e::h I work e::h I work (in the evenings )a::h my

16. parents

(Conversation 4)

In 15, A tries to express that he does not work full time since he just works in the evenings. In his attempt to get the message across, he needs to stop three times to i) understand the question and prepare the answer, ii) restart the explanation and iii) to retrieve the expression *in the evening*. He does these three retrieval actions by using the expression *eh*, which is elongated. This strategy is usually referred to as **erring or umming** (a kind of non-lexicalized pause filler). This strategy, however, is not considered to be a communication strategy by some authors who conceive them from the problem solving perspective like Dörnyei and Scott (1997), since it fails to meet at least one of the three consciousness aspects a strategy has to exhibit to be considered as such: i) consciousness as awareness of the problem, ii) consciousness as intentionality and iii)

consciousness as awareness of strategic language use. According to the authors, although a speaker might be conscious of the existence of a problem (i) and that he is using a certain strategy to compensate for it (iii), the appearance of the non-lexical item could come without a conscious decision. In this study, nonetheless, it matches perfectly our definition of conversation strategy, since it is something that it is done to signal that i) A is trying to remember something, ii) he is trying to rephrase it and iii) he wants to continue holding the floor until he completes his answer.

Another stalling device is the **prolongation of sounds**. This might fulfill the same function as erring or umming, but would differ from them since it relies on lexical items, but not the ones usually intended for that purpose (e.g. *well*). However, it can't be considered as a lexical device, but more as a paralinguistic one, given that it depends more on the lengthening of a sound.

#### (2.9) I like soccer

83. D: Do you like sports?

84. H: Ea::m::: ye::a::h well::: [ (0.5) ]

85. D: [((giggle))]

86. →H: I like I like the sport for example e::m soccerball a::nd motorcycle?

87. MotorCYcle?

88. D: yes

89. →H: is m:y mo::re (.) my mo::re (full passions) motorcycle (0.2) is very good I li::ke

90. (.)

91. →go the (mountain) in motorcycle (.) around BogoTA::: a:n in Colombia is very

92. goo(t)

(Conversation 3)

In lines 86, 89 and 91, it can be observed how H makes the words *and*, *more*, *like* and *Bogota* longer. He also resorts to other strategies that allow him to extend his turn

and elaborate his message. In line 86 and 89, he resorts to **self-repetition** (*I like I like and my more, my more*); **short pauses** (marked in the transcript with a dot (.) or the elapsed time (0.2)). None of these strategies had been taught or discussed when these conversations were recorded and transcribed, so it can be inferred that students used strategies they resort to in their first language. Stretching the sounds is a good example of a strategy that was not part of instruction and that was positively transferred since it is also used in English to hold the floor. As Young and Lee (2004) report, "...sound stretch in English may indicate that a speaker wishes to hold the floor..." (p. 396). In contrast, in languages like Korean, it "...invites a listener to co-construct the turn in progress..." (*ibid*).

Another strategy that is usually resorted to in the self-construction of turns and that can be related to the previous group is code-switching. It is commonly used when L2 resources can be accessed or when they are not existent. It is defined as "including L1/L3 words with L1/L3 pronunciation in L2 speech..." (Dörnyei & Scott, 1997, 189).

#### **(2.10) a break? Así suena?**

15. C: I don', I don't take the transmilenio or the bus
16. K: because?
17. C: because I walk I walk to my house, because I live near to my work
18. (2.0)
19. K: very (1.0) /luk/ girl ((laughter)) (3.0) e:h Jorge, do you ever feel tired after class? I
20. mean, do you usually need a brik, a break?
21. (2.0)
22. →J: a break? Así suena?
23. K: e:h

(Conversation 6)

This conversation presents one of the identified uses for code switching:

**metalingual.** In line 22, J switches to Spanish to ask her partners what the pronunciation of the word *break* is. The development of the topic (how they feel after class) is stopped to refer to the code itself. This according to Jakobson (1960, as cited by Young & Lee, 2004) is one of the functions of language; it can be used to refer to itself. This use of code-switching is common of this type of context, since this type of fluency is promoted as part of the class instruction and students are usually concerned about “sounding well”. Another common form of metalingual code-switching is asking for the translation of words to the L2, which is usually performed with the gambit *how do you say...?* or its Spanish equivalent *cómo se dice...?* Code switching use, despite being a conversation strategy, is discouraged in class. Students are encouraged to resort to this metalingual strategy by using English gambits like *how do you pronounce\_\_\_\_\_?* However, their use is not as frequent.

2.11 introduces the second identified type of code-switching: **phatic**.

**(2.11) en el sur, en la Coruña**

48. C: where do you live?

49. →J: en el sur, en la Coruña

50. H: ah yes, (very nice) ( ) ( ) number two?

(Conversation 8)

In line 49, J decides to take the whole turn in Spanish. This is also referred to as *between-turns code switching* (in opposition to *within-turns*). (Hung Ng, 2004). His purpose is to get the message across by responding to C’s question. He could have attempted to say something like *in the south, in la Coruña*, which would not be so difficult for a student at this level, and for J himself. The phatic function of language

(Malinowski, 1923, as cited by Brown, 2007) is about keeping the communication channel open (or close) between speakers and creating the conditions for the desired changes. By avoiding the use of stalling devices or stopping to ask how to say *sur* (*south*) in English, J is making sure that the interchange is completed, which would guarantee the flow of the conversation for it to get to a desired conclusion. H recognizes J's intention and immediately reacts by saying *ah yes, very nice...*

As we have seen, some of the strategies to keep the turns are clearly related to the use of L1 resources. Students tend to resort to lexical items or syntactic constructions to perform different types of communicative actions. Another L1 resource students use to keep their turns is **raising intonation**. Some textbooks like Touchstone (McCarthy et al, 2005) introduce it as a rhetoric mechanism to show the listener that one has not finished speaking in the enumeration of lists, for example, in opposition to the use of falling intonation to signal that one just finished and yield the turn. Something interesting to notice here is that this characteristic of raising intonation was not part of the instruction. Instead, it is something that is common in Colombian use of Spanish, so this is a trait that can be said to have been transferred from the L1 to the L2.

**(2.12) I work full time at ETB...,**

72. J: e:::h full time job a:h

73. C: but you do::n't (.) e::h work in the evening?

74. J: e::h usua' (.) usually

75. (4.0)

76. K: how about you?

77. →C: e:h, no I, don't , I work full time at ʔETB, bu:t eh sometimes, I work(et) e:h at

78. my home >in my house

(Conversation 6)

In line 77, C is responding to the question *Do you have a part time job?* She, like the other students, wants to provide more information by saying where, and she also wants to add that sometimes she works at home, which makes her turn longer than expected. When telling her partners where she works (ETB) she raises her intonation to signal she is going to continue speaking. Not doing so would be strange and would make her statement sound like a yes/no question, which would not be appropriate in that moment of the conversation.

Most of the strategies that students use to keep their turns reveal the importance of L1 in the development of their L2. In the absence of knowledge of how ideas are constructed or expressed in the L2, selecting and adapting L1 resources in many cases result in the ability to keep conversations going. Using cognates or guessing them, resorting to L1 words and phrases or using paralinguistic features like raising intonation or the prolongation of sounds might yield positive transferences. This is an important reason to consider L1 use in the L2 classroom as positive since, i) L1 use can be build confidence in students in their development of their communicative ability in the L2 and ii) it is likely to bring about positive results, given the existence of common verbal and non-verbal traits between the two languages.

Table 5.2 summarizes the strategies for holding the floor.

2.1.2 Holding the floor (self-construction of turn)	i. Asking and responding	
	ii. Self- repairing	
	iii. Using similar sounding words	
	iv. Stalling (Taking time to think)	a. <i>erring</i> or <i>umming</i>
		b. prolongation of sounds
		c. self-repetition
		d. short pauses
	v. Code switching	e. Metalingual
		f. Phatic
	vi. Raising intonation	

Table 5.2 Strategies to hold the floor

Once turns have been taken to their desired end to achieve the communicative function they are meant for, they have to be yielded so others have their chance to talk. Yielding a turn is not just about stopping the talk. Students know it and also exhibit strategies to let their listeners interact.

#### *Strategies to yield the floor*

As explained in the previous section asking and responding questions are strategies to take, keep and yield the floor. The turn is passed on when the question or the response is finished. Some of the mechanisms which will be explained in this section have to do with the kinds of questions and responses that are used; others, signal the end of the turn and are used to show that the TCU's have come to an end.

Some responses can be considered to be strategies to yield the floor and not to keep it, given their duration or function.

**(2.13) ah, ok (I know)**

11. C: No, I don't, I work full-time at ETB, how about you?  
12. O: I work i::n (1.0) Contact Center American (.) i:s a business, business e::m call  
13. Center  
14. →C: a::h ok  
15. O: e::m of ETB

**(Conversation 1)**

In 2.13, C uses a **short response** *a::h ok*, to show she knows what a call center is. By doing this, C is quickly taking and giving the turn back to O. She is not playing a specific role in O's construction of the turn (next group of strategies), but she is just following O's construction of the topic. I refer to this strategy as **acknowledging others-topic construction**.

**(2.14) Usually**

69. C: [no, no, no Eh. how often do you go?  
70. e::h Do you work in the  
71. evenings? I mean do you have a part time job?  
72. J: e::h full time job a:h  
73. C: but you do::n't (.) e::h work in the evening?  
74. →J: e::h usua' (.) usually  
75. (4.0)  
76. K: how about you?  
77. C: e:h, no I, don't , I work full time at 7ETB, bu:t eh sometimes, I work(et) e:h at  
78. my home >in my house

**(Conversation 6)**

This threesome conversation presents a case of short response to yield the floor and quickly **abandon one's development of a topic**. J's replies are really short and he does not contribute more information than the one required by C and K. In 72, he just



answers the question by clarifying that he has a full time job; in 74, he again just answers but does not contribute any further information. Dörnyei et al (2007) refer to this type of strategy as message reduction or topic avoidance and define it as the reduction of “...the message by avoiding certain language structures or topics considered problematic languagewise or by leaving out some intended elements for a lack of linguistic resources” (p. 187), which seemed to be J’s case.

**(2.15) Really**

- 37. N: how about you Carolina?
- 38. C: e:h no, I not, I:: go e:h in moto/cicle/ (.) e::h moto/cicle/ e::m to my home
- 39. color blue(k) e::h is the:: (.) is the:: house e::h at Colombo u::m colombo (a work)
- 40. (3.0)
- 41. O: [wow e:h really?] (1.0) really?
- 42. [((laughter)) ]
- 43. →C: really
- 44. N: Do you ever fel /tired/ after class? (1.5)[ ]I mean do you usual’ need a
- 45. O: [I mean]
- 46. /break/ Olga?

(Conversation 7)

In 2.15, C is invited to expand on her story about how she goes home by motorcycle. O uses *really?* to show interest and encourage C to continue talking (as it had been studied in unit 1). However, C decides not to do so and just quits by **repeating** the gambit *really*. What is interesting about this is that it is what one would do in Spanish if one did not have (or want) to expand. Using *really* to do so in English would be pragmatically acceptable as well.

Nonetheless, not all the cases in which a response is used to yield the floor are short, nor are the result of lacking resources, nor happen at the end of the turn.

**(2.16) It's the more typical activity**

36. H: in the:: (1.0) in the cafeteria around here (0.7) around ↓here

37. D: ah [ok

38. →H: [ yes? is more ↓typical. (1.5) ↓activity. (0.7) eh how about ↑you?

39. →D: a::h, I don't. I go:: to I go to ↑work, (0.5) an' in the work (tak) a coffee (.) \*no

40. →more\*

(Conversation 5)

After talking about what they do after class (have coffee in the cafeteria at the language center), H concludes that this is his “typical activity”. H makes an **assessment of what he has said**. D also does so by expressing that she has coffee at work, she also assesses this by using *no more*. The use of *typical activity* by H can be accounted for by knowing that the topic of the unit they were studying was typical routines. Hence, this was what the conversations referred to. The purpose of the conversations was getting to know what routines were common among them. This information was elicited by having students prepare questions like *what do you do after class?* D's use of *no more* might be the result of literally translating the expression *no más* from Spanish, which is commonly used to mean that something is a routine or that there is not much to say about something (maybe given its routinary nature).

A third form of strategies to yield the floor can also be observed in 2.16, in line 38: **returning questions**. This is one of the strategies students resort the most to. On the one hand, it is the first conversation strategy that they study in the course; it is presented with the gambit *how about you?* And they learn that it serves at least three conversational

functions: i) showing interest and understanding of what the other person asked?, ii) keeping the topic of the conversation, iii) not needing to resort to further linguistic forms. On the other hand, it is a strategy that is recycled almost in every lesson. Besides, it can be easily connected to its Spanish counterpart: *y tú?*

Asking and responding questions, and assessing what was said are strategies that need some form of verbalization. Now, if we accept that not uttering a sound is a way of yielding the floor, we could consider that the tendency for speakers' turns **not to overlap or latch** is another conversation strategy. As it can be seen in most of the transcripts, overlapping is not a common feature of these L2 learners' talk. Overlaps are represented in the transcript with squared brackets [ ]. It could be argued that the need to understand and process what they are hearing, plus the resources required in the elaboration of responses account for the "respect" for the elaboration of the others' turn.

### (2.17) No overlaps or latching

1. C: Wait, wait a minute please
  2. K: Question me
  3. J: What do you do after class Camilo? E::h do you (.) do you(.) go (.) out (.) for (.) coffee?
  4. K: No I don't, I:: hardly ever e::h go for coffee.
  5. J: really?
  6. K: yes , because (.) I don't like \*coffee\*
  7. C: me too, I don't like coffee (1.0) a::h
  8. K: e::h
  9. J: Ho' How do you (.) how do you::: (3.0) \*how do you...\* how do you (2.0) ((giggle)) get
  10. home, Camilo? e::h do you (.) take the transmilenio or the /bus/ or the bus?
  11. K: e::h, Yes I do, I take transmilenio all days (.) because is the most class
  12. (2.0)
  13. J: really? ((giggle))
  14. C: I don', I don't take the transmilenio or the bus
  15. K: because?
  16. C: because I walk I walk to my house, because I live near to my work
  17. K: very (1.0) /luk/ girl ((laughter)) (3.0) e:h Jorge, do you ever feel tired after class? I
  18. mean, do you usually need a brik, a break?
  19. (2.0)
- (Conversation 6)

In this 19-turn excerpt it can be seen how J, K and C decide not to overlap their turns (not even latch them) despite there are cases in which an L1 (or a fluent) speaker would: in line 3, a speaker might help J complete her question; in 15, K (a fluent-for-the-level speaker) decides to make his question just after C finished; in 13 it takes J more than 2 seconds to react to K's narration. Castañeda (2009) adds that tasks might also have an influence on the absence of overlaps given their scripted character, plus the fact that the appropriation of conversational devices would place cognitive demands on students in their cooperative construction of the expected 'output'.

The not so frequent presence of sophisticated traits of talk like overlaps and latching does not mean that there is not a clear economy for the distribution of turns. On the contrary, as it has been discussed, this EFL setting is rich in them. Non-verbal features like rising intonation to keep the turn have a counterpart in the strategies to yield the floor.

**(2.18) The parks are bigger**

125. L: I decision (.) the best neighborhood is e::h is e::h=  
 126. J: Daisy  
 127. L: Daisy  
 128. J: Daisy  
 129. →L: the parks (.) ↗bigger↓ (.) near to the:: eh (.) ↗malls↓  
 130. J: people old  
 131. →L: the:: em (.) ↗botanical garden↓  
 132. D: yes  
 133. →L: is the ↗central↓

(Conversation 11)

Lines 129, 131 and 133 display uses of **falling intonation** as a mechanism to signal the end of the turn. As it was discussed above, Ford and Thompson (1996, as cited by Young and Lee, 2004) propose that there are at last three ways in which the completion of a turn might be projected: i) pragmatically, ii) syntactically and iii) intonationally. The completion (or its projection) of the turn signal the TRP's (transitional relevance places) where the hearers can take the turns. Falling intonation is represented in the transcriptions with an arrow pointing downwards (↓). In this excerpt, J, L and D are trying to define who lives in the best places and are contributing their reasons (bigger, botanical garden). When L finishes contributing his opinions, he signals

it by lowering the intonation of their voice. He does so three times. This is understood by their counterparts who act in concordance with the projected completion.

**(2.19) How are YOU?**

1. H: Good morning Daisy
2. D: Good morning Horacio ((laughter))
3. H: [ok, you go first
4. →D: [How are YOU?
5. H: FL::n::e! (.) e:h how about you?
6. D: \*fine, thank you\*
7. H: \*ok\* (.) OK, you go first

(Conversation 5)

Sometimes the decision of yielding the floor is accompanied by the decision of who talks. In line 4, D refuses to take the turn as H suggests in three and gives it back to him by **stressing the pronoun** *you*. Not only does she yield the floor, but controls the function carried out at the beginning of this conversation: opening the conversation channel by greeting. H recognizes D's intention and responds to her greeting.

The same as some of the strategies to hold the floor, strategies to yield the floor might appear as the result of the lack of resources, case in which students use devices to abandon their turn to speak. In other cases, Students resort to L1 resources or incorporate in their strategic repertoire, actions and expression learned from the L2. Whatever the case, in all examples, there is evidence of knowledge of the existence of rules that constitute a system for the distribution of talk, which is constructed by them based on the contingencies of the EFL fluency based context they are in. Table 5.3 presents the strategies to yield the floor students used.

2.1.3 Yielding the floor	i. Responding with Short responses	a. acknowledging others-topic construction
		b. abandoning one's topic construction
		c. Repeating
	ii. Assessing what one has said	
	iii. Asking questions	d. Returning ( <i>how about you</i> )
	iv. Not overlapping or latching	
	v. Using falling intonation	
	vi. Stressing pronouns	

Table 5.3 Strategies to yield the floor

The terms *taking*, *yielding* and *holding the floor* might give the idea that turns are the responsibility of just one person: the one speaking. Nonetheless, there are many instances of conversations that demonstrate that this is not the case. In fact, many turns are constructed with the help of others.

#### *Strategies to co-construct turns*

Resources to help in the co-construction of turns might be verbal and/or non-verbal. They might include:

...vocalizations such as *mm* or , with words such as *yeah*, *okay* and *wow*, and also by gestural and positional clues including gaze, head movements, such as nodding, and the orientation of the upper body. (Young & Lee, 2004, p.380).

The idea of helping someone construct their turn is clearly in line with the essence of conversation strategies. Most of the strategies that are used in the co-construction of turns have to do with the idea of showing interest to what the other is saying and encouraging them to talk. Young and Lee also call them *tokens of active listenership* and relate them to the Malinowski's concept of phatic communication. Other authors like

Yngve (1970, as cited by Young et al) have considered the importance of these devices in maintaining the communication channel open between hearer and speaker and has called them *backchannels*.

For the purpose of creating a clear typology of conversation strategies, I have classified the co-construction into two general categories: **Offering to help in the co-construction of a turn** and **Asking for help in the co-construction of a turn**.

#### *OFFERING TO HELP IN THE CO-CONSTRUCTION OF A TURN*

The strategies presented here have to be distinguished and differentiated from the strategies to take the floor: specifically interruptions. Clearly the purpose of an interruption would be for the hearer to take the floor so they start a new (sub)topic or continue developing the one being discussed. Overlaps (simultaneous talk) and latching (taking the floor just after someone has stopped talking) when used to co-construct turns, might serve the purpose of contributing resources or encouraging the speaker to continue talking.

**Responding** appears again as an important strategy. However, responses fulfill a phatic function since their purpose is to make speakers continue their talk. In the previous sections, responding was used to take the turn, hold it or just to avoid speaking. Here, responses have to be understood not necessarily as answers to questions, but as any reaction that comes as the result of someone's completion of a turn.



**(2.20) Chicoral**

20. C: but you, no(m) (.) are you from here originally?  
21. O: no (2.0) no, I a:m from:: >Tolima<  
22. C: but  
23. O: >originally<  
24. C: mm:: (3.0) >ay!< (1.0) but (2.0) what mm: w[hat] town [city]  
25. O: [city] [city] is  
26. Chaparral  
27. C: a::h ya! (.) my ↗mom i::s (.) is fro::m:: ↗Chicoral?  
28. →O: Chicoral  
29. →C: Chicoral Tolima  
30. O: \*uh\*

(Conversation 1)

2.20 presents a typical case of responding: **repetition**. In line 28, O repeats *Chicoral* as a way of showing listenership (attention) towards the place of origin of C's mother. It is also a way of confirming, which C requests when she uses rising intonation at the end of *Chicoral* (27). By using repetition, O acknowledges C's intention to express commonality (O and C's mother are both from Tolima) and encourages C to expand on what she says. C uses repetition again and adds Tolima as a way of acknowledging and reconfirming the mutual understanding of their commonality. Repetition was part of the pragmatic awareness instruction and was often recycled in class. It was introduced as a way to show interest towards what others said and was analyzed in terms of what was worth repeating (interesting, surprising information). It was not introduced as a way of confirming information. So, in its listenership phatic use (to keep the communication

channel open by showing interest to what the other is saying), repetition was successfully adopted; in its confirmation use, repetition was positively transferred. This can be accounted by the fact that repetition is a conversation strategy in Spanish; therefore, students did not find it difficult to assimilate it and incorporate it in their repertoire of strategies. The same applies to the next strategy.

**(2.21) La Candelaria is nice**

11. C: my neighbourhood is Candelaria

12. →M: oh is nice

13. C: My neighbourhood has a lot of histories about Bogota (.) \*I like it\*

14. M: ↑Ok↓

(Conversation 10)

In 12, M gives her opinion about C's neighborhood: *oh is nice*. She does this **assessment** by using the gambit *oh* and *is nice*. This encourages M's expansion. *Oh* was studied in class. In its analysis students were able to relate it to its Colombian Spanish counterpart *uy* or *ay*. This, as a teacher, was a great achievement, since students tend to use *uy* and *ay* very often as ways to assess what others say. The use of these L1 language gambits can also be considered as a strategy since they fulfil the rhetoric function of encouraging the interlocutor to keep on speaking. *Uy* and *Ay* are usually perceived by Colombians speakers as markers of listenership. (See for example line 53 in 2.22).

Responses to co-construct turns also take the form of expressions for **agreeing**.

**(2.22) I don't like some people in my neighborhood**

52. H: three? \*h ok\*(3.0) I don't (.) I don't like some people

53. →Y: ((aspiration))\*ay! Yes\* me, me too

54. H: really

55. →C: me too

56. J: your neighbors?

57. H: some people (.) some people (2.0) no (.) no (.) no all the people (2.0) is a::h (.)

58. because, because some people are very ↑qui::et↓ is very very very very ( ) eso

59. >no no no (1.0) >\*no no no\*

(Conversation 8)

In this excerpt, Y and C encourage H to continue constructing his turn by showing they have the same opinion about the people in their neighbourhoods. Even though, the form *me too* was not grammatically correct (*me neither* should have been used), it served the purpose of expressing commonality. These two rejoinders were studied in class with this specific function. In fact, the purpose of the conversations was to find commonalities among students' neighbourhoods and they were expected to express this with the mentioned expressions. Students, however, more frequently used *me too* to express agreement either in negative or affirmative form. Notwithstanding grammatically incorrect, *me too* served its purpose as it can be seen in H explanation in lines 57-59.

The incorrect use of the rejoinders did not necessarily impede the flow of communication. On the contrary, students perceived it as a signal of listenership and reacted to them accordingly. Rather than being proof of lack of accuracy, the way students use these expressions could be considered as proof of the construction of a discursive competence in the second language, which is reflected in their discursive

performance. Understanding what the words are used for and doing so with them (although not in a completely accurate form) reveal advances in these beginner learners communicative competence in the L2. However, as Castañeda (2009) points out, what is positive in terms of communication and pragmatic awareness could have negative consequences in the process of second language learning (fossilization could be a risk if students do not get to know the actual meaning and use of the gambit) or if communication happens in a different context (e.g. with a native speaker). It could be argued that native speakers would identify the perlocutionary force of the gambit. However, this could become a face threatening event for a L2 language learner.

**Asking questions** was another way in which students offered help to co-construct turns. This strategy was also seen as a way to keep the turn or to yield it. The difference, in this case, could be accounted for with the concept of willingness.

### **(2.23) what's a crowded?**

9. C: u:m I live (0.7) i::n a crowded (1.0) neighborhood
10. →H: a crowded? What's a crowded? E:h
11. J: many people
12. H: a::h many people
13. C: because there are a lot of people, a lot of cars, a lot of stores, a lot of pollution
14. → Y. where where do you live?
15. C: I live in restrepo
16. (4.0)
17. J: Interesting
18. Y: interesting ((laughter)) [(how many people...)]

(Conversation 8)

The purpose of H in this turn is not to take the floor, but to contribute in the elaboration of C's turn. H asks for the meaning of the word "crowded". This strategy, to which Dörnyei et al (1997) refer as *asking for clarification*, should not just be seen from the perspective of the lack of resources from H's part, but also from his discursive ability. H shows his willingness to help C construct her turn by asking her to make adjustments to her message, which in fact J does by giving the meaning of the expression. Once this is done, C goes on to continue elaborating his turn. A new question is used in 14, not to ask for clarification, but **to encourage C to say** where he lives. Both questions are used to show C that their interlocutors want him to continue holding the floor as he elaborates and completes his turn to build her topic (where he lives).

Help in the co-construction of turns so far has taken the form of reactive tokens and clarification requests. In the first, interest or surprise is shown in what the speaker has to say; in the second, the speaker is invited to help the listener in the understanding of what the speaker is saying. A new type of these strategies is related to idea of helping the speaker when they lack (or fail to remember) the necessary resources in the construction of their message.

#### **(2.24) The intonation... The intonation**

15. D: e::h what do you do, (1.0) what do you do after class? (1.5) do you go out for
16. ↑coffee?
17. H: e::h (.) the intonation? The intonation (0.7) what do you (.) what do you do after
18. ↓class? Do you go out (.) [for ↑coffee? ]
19. D: [for ↑coffee?]
20. H: The::: [question] is in the second part (.) >yes eh, please? Is e::h (2.0) ok=

(Conversation 5)

In 17 and 19, H corrects D's intonation of the questions. Dörnyei et al (*ibid*) refer to this strategy as *other repair*. I refer to this particular case as **repair of forms**. Repair of forms can be used to correct someone's use of grammar, words or pronunciation. It could be considered to be as a face threatening event if we consider that conversations between L1 speakers of Spanish do not often include these actions, and that using them can be perceived as a sign of arrogance or intrusiveness on the listener's part. However, this is not the case for this particular context for three reasons: i) part of the pedagogical intervention of this project included the use of monitoring and giving feedback practices in conversation exercises for students to raise awareness and improve their use of strategies, ii) students agreed on a kind of silent code of ethics according to which they would give feedback to each other on a frequent basis and iii) these types of behaviors tend to be common in learning language contexts. Here again, we see how the context, and more specifically, how the kind of approach to language teaching and learning moulds language behaviors.

Another form of repair students resorted to was **repair of meaning**.

### **(2.25) My little sister**

111. C: four brothers (1.0) oh, [poor sister ((giggle))

112. M: [one sister

113. →L: poor sister (2.0) is specia:l (1.0) ah e:h the last sent, the last e:h the ah eh

114. →C: the last, the last

115. →L: no, the after e:h (2-0) no, the (1.0) ow como se u::m, the little,(.) the g' the girl is

116. →M: the little

117. →L: the little (3.0) ah is little

118. →C: is a:: (2.0) is the last

119. →L: the last

120. C: is the last [                      son    is the last    son?]

121. M:                      [how old                      how old is she?]

122. L: yes \*is the last son\*

(Conversation 2)

In lines 113-119 in (2.25), we see how C helps L in the construction of his turn. C is saying something about his sister: probably that she is the youngest in the family, the last. In fact, L uses the expression “last”, but he is not sure about its being the appropriate word to refer to his sister. He expresses his doubt by using hesitation devices (*eh, uh*) (line 113). C recognizes L’s request for help and resorts to repetition (line 114). Then in line 115, L insists and resorts to code switching. In line 116, M proposes the expression “the little”, but C insists and says “the last”, which is finally adopted by L. This move, presents an interesting process of negotiation of meaning, as Castañeda (2009) observes at the semantic and pragmatic level, which is the result of the class instruction and the system for the distribution of turns students built. The process includes the use of other previously described strategies, but focuses on the agreed desire for constructing meaning together and starts from a request for help. Repair of meaning strategy shows up as a necessary strategy in the negotiation process.

A third form of co-construction of turns is helping them to **remember forgotten information**. It is different from repair, since repair has to do with the misuse of language forms. What is repaired here is the interlocutor’s failure to remember language forms or shared information.

**(2.26) The Botanical Garden**

110. D: near Chapinero ((giggle)) e::m I li::ke the parks in my::: neighbor/hods/  
111. L: \*neighbor/hods/ can you repeat?\*=  
112. D: I like the (.) I like the parks (.) in my:: neighbor/hods/ e::h the park(.) the park  
113. eh  
114. → big e::h there are big and beautiful parks eh e:m (1.5) em Jardin Botanico?=  
115. → L: =E::m botanical garden  
116. →D: Botanica' Botanical garden  
117. →L:in this case is e:h Jardin Botanico  
118. D: yes. E::m em Simon Bolivar, e:h Salitre pla' eh Salitre mágico e:m different  
119. park  
120. (1.5)  
121. L: is (.) is very big

(Conversation 11)

In 2.26, L helps D with the expression “botanical garden” which she asks for. Although using “jardín botánico” would have been enough for D`s attempt to convey her idea, she decided to ask L to help her. L`s contribution came in the form of the translation of the term from the L1 to the L2. However, students in these cases sometimes also resort to more complex mechanisms like the use of **semantically-related information**.



**(2.27) A: How do you say “caminando”?**

- 59 D: a bus. How about you?  
60. H: e:h, no I go e:h (.) e::m  
61. D: (bike?) (bike?) or:::  
62. → H: yes, u:m ((sigh)) how do you say eh ↑caminando?(2.0) e:m  
63. D: one moment, (1.0) one mome:nt ((sigh)) one moment (.) look  
64. → H: ( ) r/U/n?  
65. 2q r/U/n r/U/n r/U/n  
66. D: [run e:m I think, I think r/U/n  
67. H: r/U/n (0.5) r/U/n is posible  
68. D: yes

(Conversation 5)

In 2.27, H and D propose “run” as a term that can be used like “walk”. D shows she is not really sure by saying “I think”, but she offers it as the translation of “caminar”. D accepts it as a possible option. It is interesting to notice that the word they choose is in the same semantic field as the word “walk”: translation verbs. Both share several semantic primitives (+translation, +feet based, - device aided).

The last sub-strategies in this group necessarily imply a new group of strategies for co-construction of turns: **asking for help in co-construction**. This will not be explained here, since the sub-strategies in this group clearly overlap with the last two sub-strategies in the offering of help in co-construction group. Hence, the strategies in the asking for help group would be: **asking for repair** (2.25 line 115, 2.26 line 114) or **asking others to remind one of forgotten information** (2.27 line 62).

The following chart summarizes the strategies to co-construct turns.

2.1.4 Co-constructing the turn (helping or getting help)	i. Offering to co-construct others turn	a. Responding	1. repeating
			2. assessing
			3. agreeing
		b. Asking questions	4. for clarification
			5. for encouraging someone to talk
		c. Repairing others turn	6. repairing other's forms
			7. repairing other's meanings
		d. Helping to (complete) remember	8. language resources
			9. semantically-related information
	ii. Asking for help in co-construction	e. Asking for repair	10. repair of one's forms
			11. repair of one's meanings
		f. Asking to be reminded of forgotten info	12. language resources
			13. semantically-related information

Table 5.4: Strategies to co-construct turns

The analysis of the extracts in this section shows that students' interactions are locally managed on a turn-taking basis. Although the teacher is the one who decides what activities have to be done, for how long and including what strategies and language elements, it is students the ones who decide who talks, when and for how long. Although the class activities place more emphasis on content, students are advised to also pay attention to forms. However, it is clear that the development of the turns is geared towards achieving the communicative goals, rather than the mere use of correct structures and vocabulary. When lack of language resources impedes the development of turns, students resort to strategies that allow them to construct their turns or to help their partners construct theirs. Even when yielding the turns because of lack of language resources, students exhibit an understanding of the system and resort to strategies that are coherent with the turn-taking system devised by them.

This emphasis on achieving concrete communicative goals not only brings about the kind of turn-taking strategies discussed above, but also concrete strategies for the development of topics.

### *Developing Topics in Conversation*

This is the second general category in the group of strategies to keep conversations going. The focus of this group of strategies is not on what students do (or do not do) to take turns in conversations, but on what they do to complete topics. In other words, strategies in this group concern what students do to give complete and detailed information to a question that has been asked, to get a story to its end, complete the sequence of events in a narration, or any other type of communicative action. Although many of the strategies will necessarily overlap with the strategies to take turns, it is necessary to bear in mind that it is assumed here that their main purpose is communicative (meaning the transmission and completion of information) and not phatic (keeping the channel open). As said above, it could be said that strategies to develop topics could be considered to be more psycholinguistic in nature while taking-turn strategies could be considered sociolinguistic. This distinction, nonetheless, is made for the purpose of creating the typology of strategies. It can be easily argued that adding details to a story is phatic, since doing so might guarantee getting the attention of the hearer.

The analysis of topics in conversations has not traditionally been the focus of Conversation Analysis. CA interest is in the architecture of conversation and it has mainly focused on different types of interactional organization: i) adjacency pairs (utterances paired in sequences such as a question-answer, statement-reply), ii) preference

organization (the selection of certain adjacency pairs to fit the communicative situation), iii) turn taking (the distribution of the moment speakers talk), iv) repair (the treatment of trouble in interactive language use) (Seedhouse, 2004). Topics in a CA perspective are considered to be neither organizational units, nor part of the “context-free architecture of talk”, nor oriented to normatively (*idem*). However, the focus of this chapter is on how topics are developed, not the topics themselves. Hence, it could be affirmed that the strategies in this chapter can be related to *preference organization*, since they have to do with the actions that students choose to perform to start new topics, develop them, change them, recall them and so. As Seedhouse puts it, preference organization has to do with “... social actors aiming to achieve a social goal (rather than engaged in the production of language) with the interaction rationally organized to help actors to achieve those goals.” (p. 23). These actions, as well as the actions to distribute the turns, define the structural character of talk.

The following chart presents the typology of strategies Colombian EFL beginner students’ use to develop topics in conversations.

Question	Categories	Sub-Categories	
2.2. What conversation strategies do students resort to to develop topics in a conversation?	2.2.1. Making a topic evolve	i. own	a. Giving details
			b. Asking for shared knowledge
		ii. others'	c. Asking for details
			d. Confirming shared knowledge
	2.2.2 Starting a new topic / Changing topics	i. provided initiation	e. Question
			f. Statement
		ii. own initiation	g. As the result of an expansion
			h. As the result of a language problem
	2.2.3 Return to initial topics	i. Responding to original initiation	
		ii. Re-stating the original initiation	
	2.2.4 Finishing topics	i. Completion of everybody's turns and topics	
		ii. Assessing what has been said	
		iii. conclusion markers	i. Ending and erring
			j. Ok
			k. Long silences / pauses

Table 6: Strategies to develop topics in conversations

### *Making topics evolve*

As with the strategies to co-construct turns, strategies to make topics evolve can be classified into two categories: Making one's own topics evolve or helping others with the evolution of their topics. According to Seedhouse, topics can be co-constructed and are a central part of conversation analysis.

**(2.28) In the cafeteria around here**

26. H: e:::m:: (.) I:: (.) I:: go:: af I : go:: I:: I \*after class,\* (.) >I afte (.) I go::: (.) I go to  
27. the:: (.) to the ↑work, =  
28. D: =(before) (\*work\*) [after class?]  
29. →H: [I go (.) I go ] to the ↑wo::rk (.) and I::: eat a ↑breakfast (0.7)  
30. in Some opportunities (.) a:::nd  
31. D: eh, breakfast e:::h, near here?  
32. →H: [e::h, no around ]  
33. →D: [( ) (this) place]  
34. →H: around here in the::: ↑cafeteria?  
35. →D: ah, yes  
36. H: in the:: (1.0) in the cafeteria around here (0.7) around ↓here  
37. →D: ah [ok  
38. H: [ yes? is more ↓typical. (1.5) ↓activity. (0.7) eh how about ↑you?

**(Conversation 5)**

In order to develop the topic of this conversation: what students do after class, H resorts to two strategies. First, H **gives details** about his going to work and having breakfast there (line 29) or about his sometimes having breakfast in the cafeteria around the language center (line 32). He **asks for shared knowledge**. This last strategy is performed with his rising the intonation in question form (line 34), which D recognizes and confirms (line 35). H's performing these two actions shows his interest not only for keeping the turn, but also for engaging D in the conversation. This is successfully done since D takes active part in H's construction of his turn and development of topic by **confirming the shared knowledge** through the use of repetitions or expressions like *ah yes* and *ah ok*. D also **asks for details** by using key words in question form (line 28).

It could be said that topics are like conversations within a conversation, or that conversations could be divided into topics. If this happens to be the case, like

conversations, topics would imply actions to start them, keep them going and finish them. The previous group of strategies would be strategies to keep topics going. The next part of this section presents strategies to start (introduce) and finish topics.

*Strategies to start (or introduce) new topics*

Starting a new topic in a conversation might be a challenging thing to do for a beginner learner, since this sometimes implies asking complex questions, which sometimes they can't formulate. However, the tasks that were implemented in the pedagogical component of the intervention facilitated this for them. Students would **refer to the questions or statements that were provided** by the conversations in the book.

**(2.29) A part time job with my father**

10. C: A::: I from eh Bogota
11. A: yes?
12. C: I from Bogota
13. A: Nice to meet you
14. →C: ((laughter)) Do you have a part time job?
15. A: e::h no no I don't full time e::h I work e::h I work (in the evenings )a::h my
16. parents
17. C: ( )
18. A: ( ) with my father e::h [( in the bedroom ) full time

(Conversation 4)

C and A were initially talking about where they were from. Then, C changed the topic and started a new one: jobs. The purpose of this activity was for students to expand and ask their conversation partners to give extra information on what they were saying by showing interest and asking follow up questions. A tries to do so by joking about meeting A (line 13). However, C decides not to go on expanding, but changes the topic by **using the question suggested in the book** (line 14). These abrupt changes of topic are frequent

in cases in which students lack specific language resources to understand what the others are saying, or have not had enough preparation to convey what they want to say.

**(2.30) My husband is terrible**

34. →C: ah, ok (.) I live in Bogota all my life. (.) u::m do you like (e)sports?  
35. O: e:m yes (.) I play: (.) futbol  
36. C: yes? (really?)  
37. →O: e::m why my husband (.) is fanatic  
38. C: yes?  
39. →O: he's (3.0) terrible (.) terrible  
40. C: I don't like (e)sports, I don't like play (plays) sports (.) no I don't like  
41. O: no?  
42. →C: no, I prefer others, others activities (h) fo::r for cha::t, for watch TV, for (wal) e::h  
43. go to the ↗movies, other, but I don't like play sports (.) nothing, nothing  
44. (1.0)  
45. →O: um:: I like e::m (2.0) read (1.0) y I like e::h (.) watch TV (2.0) e:h >the movies<  
46. C: go to the movies  
47. O: go to the movies?  
48. C: go to the movies.  
49. O: a::h

**(Conversation 1)**

In 2.30, C changes the topic: place of origin by resorting to a provided initiation and introduces a new one: sports. This topic quickly starts to take a new shift and a provisional new is introduced: O's husband (line 37). She does so by creating her **own initiation** in the form of a statement: *why my husband is fanatic*. This is an expansion of the initial topic (sports). Nonetheless, C decides to change the topic again, and go back to the topic of sports (line 40). She also uses her own initiation: *I don't like sports* and expands it in 42, to then she introduces a new topic: movies (line 43).



**(2.31) What is *rest*?**

45. C: I mea::n \*wait a minute\* (6.0) I mean, do you have a part time job?  
46. K: e::h no, I don't , I:: (2.0) I rest all nights  
47. C: ((mutter))  
48. K: I usually, >↗rest?, rest (1.0) all nights  
49. →C: ↗what is rest?  
50. →K: eh, rest ((mime))  
51. C: um:::  
52. K: how about you?  
53. J: \*sleep?\*54. K: e::h  
55. C: similar  
56. K: is similar to sleep, but no is sleep(t), but no is sleep is::  
57. J: concentration?[ M]editation?  
58. K: [NO:::]  
59. C: NO:::  
60. K: (you sleep) in your be:d  
61. J: [ah yes  
62. C: [after, after, after (.) after the lunch  
63. J: \*watching TV?\*64. K: YES, (watching TV) or:: (.) (in) your house  
65. C: you sleep a little  
66. J: ah, ok (3.0) Huilense  
67. K: how about you?  
68. J: e::h, e::h in my ↗ work, e:h [ e:h

**(Conversation 6)**

In this excerpt, C changes the topic by using an **own-initiation** in the form of a question. This initiation comes up **as the result of her not knowing the meaning of the word *rest***. Her change of topic is successful since the others react to it by solving her-doubt (line 49-59). Something interesting about this change is that the new topic brings about a different type of interaction. While the conversation about work fulfills a

transmission of knowledge function (its purpose was to make students know more about one another), the conversation about the meaning of the word *rest* fulfills a metalingual function (it is a conversation about language). This is a typical characteristic of conversations in a language learning setting. However, in this particular setting, topic changes were not frequent. Students tended to stick to assigned topics and to expand them, but would rarely introduce new ones, unless they were required to do so.

#### *Strategies to return to original topics*

Deviation from topics would have a counterpart to balance the change and be back “on track”.: **strategies to return to initial topics**. In excerpt 2.30, C **responds to the original initiation**: (line 40) in spite of O’s attempt to continue talking about her husband. In 2.31, after the meaning of the word has been clarified, K asks **re-states the original initiation** by using the gambit *how about you?* (line 67). These two samples, and any other sample that contains a topic deviation, show two important characteristics of the organization of talk of these beginner learners: i) conversations are topic based and ii) there are clear mechanisms to maintain their development and conclusion. In this case the development and conclusion imply everybody’s answering and adding details to the questions or statements that initiated the interactions. This in turn defines the turn-taking system which was already discussed in this document. It is also important to understand that these two characteristics are defined by the type of instruction students get in class: classes are topic-based and all students are expected to participate in conversations.

#### *Strategies to finish topics*

Based on these principles, the strategies to finish a topic (as well as a conversation) imply **everybody’s completion of their turns and completion of their**

**topics.** This strategy will not be illustrated here since it is self-explanatory. I will refer to more concrete actions students do when they finish a topic.

**(2.32) Oh good**

133. H: you are only child?  
134. D: yes  
135. H: yes?  
136. D: yes  
137. →H: o::h (.) good (.) good good (.) eh do your parents laiv do your parents live  
138. around here?  
139. D: No e::h (.) eh they live (.) around here? No e::h e:h my mother lives with  
140. me  
141. (.)  
142. my father (.) live another other other part ( )  
143. H: yes? Yeah? a::m. ok  
144. D: ok? (1.0) do your parents live around here?

**(Conversation 3)**

Once they have finished talking about D's being an only child, H uses the expression *good* to assess what D has just said. It might be interpreted as *good you are an only child*. Assessments, as seen in the strategies to take turns, can take the form of expressions like *good*, *really*, *wow*, *interesting* and the like. **Assessments**, like in the case of this conversation can also be accompanied by **eming and erring** as **markers of topic end**. Eming and erring were discussed as strategies to hold the floor. Sometimes students also resort to **conclusion markers** like *OK*. (2.31 line 66) *oh right* and *ah*.

### (2.33) Long silence

87. K: e:h no. e::m (1.5) ah no I don't. I hardly 7ever (0.7) ↓go shopping, /bikous/  
88. (0.5)  
89. I hate go shopping  
90. C: you?  
91. K: yes. With a 7girl, oh  
92. C: ((laugh)) ay! you are (.) very bad (.) with the girls (uich)  
93. →(8.0)  
94. C: I don't know (3.0) well, e:h the number six an:d (1.0) after (1.5) answer this  
95. K: ah no, eh \*entonces\* [ (con eh ah) finish  
96. J: [( )]

### (Conversation 6)

The topic of shopping in this excerpt ends up by C's assessing what K said (line 92). However, the definite signal of the end of the topic is the long pause in line 93. They can be interpreted as students` having taken the topic to their desired end, as signals of the lack of resources to keep on expanding topics, or as the preparation of what is to come. This seems to be the case of this interaction: students were expected to answer a question, the purpose of which was to define who in the group had the most unusual weekly routines.

This section of the document has analyzed what students do once conversations have started. It is about the strategies students resort to to keep conversations going. Two general strategies were presented: i) strategies to take turns and ii) strategies to develop topics. The former has to do with the system students have developed to distribute turns as they interact. This system, also known as local management system, clearly represents characteristics of the context where conversations take place (a communicative EFL

classroom): students turn-taking are geared by aspects like: i) the need for a meaningful interaction, ii) the construction of a collaborative atmosphere, iii) the limitations students face as the result of lack of resources proper of the level they are in. These are evident in emerging sub-strategies like students' assessing what the other says, offering to help the other in their construction of turns, or the self corrections and other corrections that they systematically implement when faced with communication disruptions. The latter group of strategies (to construct topics), in the group of strategies to keep conversations going, comes as the result of the need to differentiate between the economics of the distribution of turns (i.e. the good that is negotiated in conversation) and the construction of content that takes place (i.e. the negotiation and construction of meaning). Although the strategies in many cases overlapped, it was clear that two different units were being analyzed: turns vs., the development of topics (within episodes). The construction of topics could also be said to be influenced by factors such as meaningful interaction, collaboration and language limitations. This is also evident in the strategies that emerged. For example, students' need to confirm common knowledge can be connected to a need to make their message meaningful. Strategies to return to initial topics show awareness of the need to achieve the final goal of the assigned task: discussing specific topics to get to concrete outcomes. These concrete outcomes were reached through collaborative effort, so deviations were controlled by the group.

### *Finishing Conversations*

A conversation that started has to come to an end. Finishing a conversation, however, the same as starting it or keeping it going, requires actions that the group of students either develop or bring from their own experience as L1 speakers.

### (3.1) OK (Sense of completion)

164. → M: is near (2.0) ok, a::a Camilo, do your parents laiv around here?  
165. C: eh, >my father, my father live in Restrepo with me (.) My mother died (2.0)  
166. f o::ur years ago  
167. M: a::h  
168. L: dead?  
169. C: is dead (.) four four years \*years\* ago  
170. R: really?  
171. C: yes  
172. M: y your brother and (0.3) your sister?  
173. C: I live with [  
174. M: [(where live )  
175. C: I live with a with two (.) with two brothers but my sister is a half sister (.) and  
176. live with the mother in Salitre, but I speak with he (.) with she all days  
177. →M: ok

### (Conversation 2)

In excerpt 3.1, M, C and L had been talking about their parents. It was the time for C to start to tell M and C about them, which M decides by addressing him and asking him the question (line 164). Once the C takes the turn and starts to respond, both M and L use strategies to help him co-construct his turn and develop his topic (his mother). They resort to repetitions (*dead?*), assessments (*really*), questions (*y your brother and your sister?*). C constructs his turn with their help and provides additional information (line 175). This was not only what was asked from students in the activities, but one can also sense that the topic got to a desired end: everyone spoke, developed their turns and topics and finished them. The conversation got also to its desired end: getting to know more about the other: their jobs, hobbies, family and the like. M expresses this sense of

**completion** by using the expression **OK**, which marks the end of the conversation. Other expressions like *finish* and *ya* are also used in other conversation with the same purpose.

### (3.2) All time

59. C: I suppose that I am very (1.0) \*(como se dice consentida?)\* (0.7) consenTIda  
 60. ((giggle)) (1.0)e:h do your parents live around here?  
 61. O: yes, in Bogota?  
 62. C: yes,  
 63. O: yes in Bogota:: (.) all family (.) live e::h ah ya! e::m y:: we [ ] they are  
 64. from e:h Tolima  
 65. C: [from?]  
 66. C: a:h ya! Ok. I live with my parents.  
 67. O: you?  
 68. C: yes, I live (.) with my parents (.) in Candelaria. (.) I [live] together.  
 69. O: [all?] all?  
 70. [3.0]  
 71. →C: all time

### (Conversation 1)

The sense of completion is not necessarily marked by an expression like *OK*, but also but what seems to be a **silent agreement of the completion** of the topic. In excerpt 3.2, O seems to have decided that the information that C provided about her living all (together) was enough. The expression *all time* not only completes the asked question related to O's living with her parents, but adds more information (she lives with them all the time)

### (3.3) Thank you (for the conversation)

145. H: U::m yes, well >well well< eh they live eh in Bogota, a::nd my father, and my  
146. father lives in a small town e::h i::n in the Tolima (0.5) in the Libano, Tolima.  
(1.0)  
147. No more, no more, no more  
148. D: your father?  
149. H: My father.  
150. D: Tolima?  
151. H: My father live i:n Tolima. Libano Tolima.  
152. D: (no?)  
153. →H: Ok, thank you  
154. D: (ay) ok

### (Conversation 3)

The pedagogical intervention part of this project included instruction in conversation strategies, some of which had to do with politeness strategies. Students were invited to not just start or finish conversations by trying to complete the communicative tasks, but to also consider that the mere fact of getting together with a partner implied starting and finishing the interchange by acknowledging the other. Hence, students would most of the times (even before pushing the record button in the tape recorder) greet their partners and do small conversation either in English or Spanish. Many of them would do likewise to finish the conversations. In this case H, decided to close the chat after completion by **thanking**.



### (3.4) Teacher interrupts

129. D: what do you uh (.) what do (one moment) what do you do for ↑lunch? (.) I  
130. mean do you eat ↓out?  
131. H: u::m (1.0) I:: (2.0) I I I::, I go::, I ah:: I eat out e::h (3.0) yes? (2.0) Yes yes last  
132. question  
133. →T: Thank you  
134. H: Thank you teacher

#### (Conversation 5)

Conversations activities, like classes, are bound to time constraints. Many times students' interactions had to be **interrupted by the teacher**. This is not so simple or straightforward as it may appear. This does reflect the nature of a context in which the actions, notwithstanding apparently negotiated, are finally regulated by the teacher-student relationship. Although I (in the role of teacher-researcher) avoided interrupting in the beginning or the development of conversation, several times decided when conversations had to come to an end. Students, like H in this case, acknowledged my role and just interrupted their talk.

Once again, these samples provide evidence to show that the strategies students constructed to finish conversations reflect the nature of the instructional setting they were in. Although strategies to finish conversations were not part of the contents of the textbook that was used in the lessons, students interactions were conditioned by i) practical constraints like time, and the need to cover specific contexts and do concrete tasks, ii) the emphasis the curriculum at the Centro Colombo Americano poses on communication and collaboration through meaningful activities and iii) the control of the teacher. Rather than seeing these as impositions, I prefer to conceive these as the characteristics of the context where the interactions took place. Students, based on their

previous knowledge as communicators in L1 and/or the conversations strategies instructions, which invited them to understand and follow the dynamics of the contexts where conversations happened, adapted and adopted strategies to meet its communicative requirements. This can also be proved by stating that no violations to these restrictions occurred. For example, no students continued talking after I asked them to conclude the activity. No student would finish an activity by just turning their back on their partners without using a closing phrase or a certain type of gestural clue. Finally, no student or group just abandoned a topic, unless required by me.

The following table summarizes the strategies discussed in this section:

Research Sub-question	Categories	
50. What conversation strategies do students use to finish conversations?	3.1 Acknowledging completion of topics	i. Expressions (OK)
		ii. Silence
	3.2 Thanking after completion	
	3.3 Teacher interruption	

Table 7: Strategies to finish conversations

## CONCLUSION

The interactional architecture of Colombian EFL beginner adult learners at the Centro Colombo Americano in Bogota is not necessarily a simple system. In this case, beginner talk does not necessarily mean not-complex. The development of conversation strategies was clearly influenced by the type of L2 instructional setting, the nature of conversation tasks and their previous experience as L1 users.

The instructional context places more emphasis on communication and fluency than on form or accuracy. This is not to say that while one is favored, the other is denied. On the contrary, at the Center, it is believed and promoted that one is necessary to achieve the other, and attention to both has to be given. However, when it comes to language use, the achievement of concrete communicative outcomes and the strengthening of social bonds are preferred. This is observed in students' strategies to take turns or construct their topics. Turns are respected and almost equally distributed. It is observed that students tend not to interrupt, overlap their talk or latch. When they do so, it is usually to assist partners in their construction of the topic either by showing interest for what they are saying or by providing them with information or language resources they might need. Likewise, while topics are constructed, it is seen that only after there is a sense of completion and when everyone has contributed their part in the conversations, topics are changed or conversations are finished. When students fail to complete their turns or develop their topics, they voluntarily yield turns, by using strategies (like a fast response or acknowledging ignorance) that, although a proof of a language lack, show their understanding of the talk management system that has emerged.

The context of instruction also promotes student centeredness in opposition to teacher centeredness. Turns and topics development were clearly managed by students. However, decisions on topics to be discussed, how long a conversation should last or when it should finish were not made by the students but by the language center (in general) and the teacher (in class). This is evident in the strategies to start and finish conversations, which were influenced by factors like the suggested topics and questions to be asked or the teacher's telling the students to get to a conclusion soon or to finish the activity.

Conversation tasks also played an important role in the types of strategies that emerged. Three aspects had a strong influence: First, task topics were familiar to students, and they could easily refer to them. Second, students were provided with language information and training (vocabulary, structures, conversation strategies) through explicit instruction and scaffolded practice. This, in tandem with the familiarity of topics, builds on the constructivist principles that language learning is better when it includes the activation of previous knowledge, the construction of one's explanation to the world phenomena and the structured mediation of others (Scholnik et al, 2006). Third, students had opportunities to reflect and evaluate their performances. Although the goal of this project was not to evaluate the success of the pedagogical intervention or measure whether taught strategies were actually implemented, it can be concluded that students talk in these conversation activities exhibits a certain degree of complexity regarding the system for the management of talk that emerged. Obviously, a sounder conclusion regarding the correlation between instructions should be arrived at by means of a comparative study. However, denying the influence of instruction would be a

difficult task. There are several instances in the analysis of the excerpts that show how strategies transferred and how some others emerged (probably as the result of the acquisition of the ones that were learned).

A third important influence in the emergence of strategies was the influence of students' L1, Spanish. Code switching was not as frequent as it might have been expected from beginners' talk, but there were clear influences from the L1 at all levels (vocabulary, syntax, pragmatics, strategies). Not all the conversation strategies that were introduced as part of the pedagogical component of this project necessarily translated into students' interactions. The instruction included strategies that were geared towards keeping the conversations going or avoiding face threatening events. They were presented with concrete expressions that, according to corpus analysis, were used by native speakers of English at a high rate. Students in most cases understood and used the strategies in controlled exercises. However, when in freer exercises (like the ones that were analyzed for this project), they would resort to strategies that could be said to be a hybrid between what they understood in class and what they considered to be good strategies that, as shown in this report, might come from their L1 intuition.

Resorting to their L1, an action which is usually prohibited or not welcome in the English classroom, results in a strategy that is crucial in L2 performances. In the absence of knowledge of how ideas are constructed or expressed in the L2, selecting and adapting L1 resources in many cases result in the ability to manage conversations. In fact, authors like Kasper (1997), report studies in which explicit teaching of pragmatics is promoted and one of the main tools is the use of contrastive pragmatics (the comparison between pragmatic norms between the L1 and the L2).

There even were a few cases in which the strategies could be related to specific conversational style rather than L1. For example, a student had the tendency to repeat things three times to keep his turn (e.g. yes yes yes,... Suba, Suba, Suba).

These three aspects, I conclude, gave rise to the typology of strategies that was presented in this study, many of which were not considered in the textbook that was implemented in the pedagogical intervention. Some of the strategies that emerged had already been studied in the tradition of communication strategies (e.g. self repair or stalling), not from a Conversation Analysis perspective, but from the field of Second Language Acquisition. Other strategies, like re-stating the original initiation, are so specific to the context that I did not even find mention of it in any studies.

As I have pointed out several times in this report, fields like SLA (Second Language Acquisition), or ILP (Interlanguage Pragmatics) have tended to analyze beginners' language behavior against L1 standards which have resulted in (probably involuntary) labeling of students' talk. Actions taken by them, which are the result of a language gap, rather than seen as strategies to get messages across or to achieve a communication goal, are usually seen as *pragmatic failures*, *negative transfers* or *hybrids*. As stated above, the idea is not to contradict or debunk the theories that come from those paradigms (which in fact influenced, contributed and inspired this study), but to give beginners' language behavior a Conversation Analysis view and to understand it as a genre of its own.

Hence, the answer to the main research question: "What conversation strategies do students resort to in (pre)communication conversation exercises during and after three months of explicit pragmatic instruction?" is the system for the distribution and

elaboration of talk which students developed as the result of the dynamics created by the class methodology. This system has been organized in a typology presented in this report and is summarized in table 8 (appendix 9)

## IMPLICATIONS FOR FURTHER PEDAGOGICAL AND RESEARCH PRACTICE

### *Pedagogical Implications*

Both the pedagogical and research components of this project yield important pedagogical implications and open possible new lines of inquiry.

Any L2 classroom that considers communication as its main purpose (in opposition to those that focus on accuracy or specific purposes like reading) and that aims at fostering students' conversations skills should consider knowledge that has been produced in the realm of fields like pragmatics, discourse and conversation analysis. Conversation has to be understood not just as the oral use of language forms, but also as a genre with specific social rules for its construction. More specifically, these classrooms should consider aspects like what kind of oral interactions students will have in class and out of class, so classrooms actually become places for communication and to prepare for communication (Tudor, 2001). It should be clear in the instruction too that other types of oral interaction require other rules of use, other expressions, other paralinguistic devices (e.g. debates, round tables, presentations and the like) and that they might vary depending on the institutional context they take place (e.g. college, an office, an auditorium or conference, the elevator etc).

Another important implication that can be derived from the pedagogical component of this project is the need to enrich students with tools to understand conversations and opportunities to rehearse and use them. Kasper (1997) analysis of several studies that observed the impact of the teaching of pragmatics proved that those explicit teaching of pragmatics aspects had a positive impact on students pragmatic performances. It was true specifically in those cases in which inductive approaches were



used and meaningful practices were facilitated. In this project, conversation analysis and pragmatics concepts were presented to students in an inductive way through the use of an awareness raising methodology, which implied the systematic use of attention, awareness and understanding procedures. They implied students' active involvement and their discovery of pragmatic or conversation principles. Students were also provided with opportunities to rehearse those principles they discovered in a controlled and guided way to later apply them in freer conversation exercises (the ones that were analyzed in this project). Although not statistically proven, the results that the implementation yielded were considered to be good enough by both students and the teacher. As stated in the conclusions chapter, there were quite a good number of examples of positive transfers and emergences of new strategic behaviors that might have appeared as the result of the intervention.

Feedback and reflection were other important elements in the development of the methodology to raise students' pragmatic and conversational awareness. This project proposed two ways of giving feedback to students: teacher's feedback and peer's feedback. The first was done through normal teacher student interaction in class and the transcriptions of student conversations. The second was carried out with the use of a students' observation checklist. Students reported that they found both ways useful, but they expressed preference for the transcriptions and classroom immediate feedback. Nonetheless, they admitted that the observation checklist was very useful for it contained the criteria that were expected from them in their conversations.

These pedagogical implications do not only translate to the classroom but also to language teaching institutions. CA can provide them with tools to know their students'

needs, define entry and exit profiles and goals regarding the use of language. Knowing oral interactions and the factors that mold them might give teachers and curricular committees more tools to make decisions concerning the place of talk in the curriculum. More specifically, they could decide, based on their students' needs analysis, which genres to promote, what contents to include, in what sequence, how to plan and teach the lessons. These decisions are usually taken for granted and more emphasis is still given to the learning of vocabulary and grammar.

### *Research Implications*

The typology of strategies and sub-strategies that is presented in this report is a first approximation to beginners' talk in (pre-communication) activities. It does not intend to be either a definite or a comprehensive taxonomy. It is likely that more strategies could emerge in the same kinds of exercises. This research is the point of departure in the study of Colombian EFL learners' talk from a Conversation Analysis perspective.

A first line of inquiry that can emerge is the study of conversation strategies in other types of activities. Given the nature of the lesson and the activities that were carried out in this project, it was almost obvious that the turn-system would be defined and regulated by students. However, if we consider other activities like homework correction, giving instructions, reading activities, grammar explanations, it is foreseeable that the amount of talk and the rules of talk would vary considerably. It is expected that other strategies to achieve other purposes would emerge.

Strategies, either from this study, or from other types of class activities, could be studied not from a taxonomical point of view, but more in depth and in isolation or in

small clusters. For example, it is easy to think of the analysis of stalling strategies in homework correction. In depth analysis could be done from a quantitative perspective (frequency / teachability / learnability / transferability / effects) or a qualitative one (styles / types / preferences / patterns etc.)

Another line of inquiry is related to the different oral genres. Therefore strategies analysis studies can also be conceived for other classroom oral genres like discussions, debates, small talk, presentations, error correction and the like. Given that each genre presupposes different structures and different rules for the distribution of talk, it is also expected that strategies vary accordingly.

This study accounted for beginners talk. Therefore, other studies that could be conducted would be related to the strategies implemented at other levels of proficiency in EFL students. Factors like the evolution of strategies, the emergence of new ones, and the fossilization of others could be observed and analyzed.

Other aspects that Conversation Analysis has traditionally studied (different from turn-taking) could also be analyzed in other kinds of activities, in other oral genres, at different levels of proficiency: i) the organization of repair (e.g. error correction), ii) preference organization, and iii) adjacency pairs.

As stated in the literature review section, Conversation Analysis, although not a new tradition in applied linguistics, has not actually been applied in the Colombian EFL classroom as one would expect. In general, there are not many studies that account for our students' nature of talk. However, the demands for fluent speakers of English have dramatically increased. It is, therefore, necessary the execution of research endeavors that take on the development of our students' communicative abilities and that propose

concrete methodologies that facilitate the learning and use of a second language that respond to their needs and expectations.

## RECOMMENDATIONS AND LIMITATIONS

Teacher-researchers interested in carrying out interventions and studies like the one that was described in this report might consider several aspects that might be useful in their endeavors to bring innovations to their FL class. In this chapter, I will refer to aspects that facilitated the pedagogical intervention and the research analysis and also to some that limited it.

Part of the success of the pedagogical intervention was due to several important factors. First, students were completely informed about the kind of intervention that was going to take place. Doing this increased their interest and motivation and willingness to participate in both the dynamics of the class and the collection of data for the research component.

Second, as part of the ethics of the intervention, I made sure that students' learning was always privileged and never ignored or diminished by the hindrances of data collection.

Third, the inclusion of new concepts (from pragmatics or conversation analysis) or new techniques (awareness raising or input enhancement), or new activities (pre-communication activities) was always done following the constructivist principle of scaffolding (Scholnik, et al, 2006). Any of those aspects was always introduced following specific and concrete steps. Each step would be assessed before another one was followed. Activities, techniques and concepts were introduced following a scaled criterion (from simplest to most difficult, from shortest to longest from awareness activities to free practice activities).

Fourth, students were given constant feedback on their performance and they were also given the chance to give feedback to their partners and to give me feedback on the intervention and how they were benefitting from it. There was constant space for metacognition: planning, monitoring and analyzing own performance, and planning improvements based on it. (see pedagogical intervention session for specific details on all these aspects). Fifth, the fact that students were empowered to observe themselves and their partners and to decide on courses of action for future improvements increased their motivation. Some of them informally reported that they felt they had learned more than how to converse; they had learned to know themselves better as learners.

Sixth, I found it very useful to resort to sources like the teacher's book that come with the textbook I used in class (Touchstone) and hands on practical books like How to teach speaking (see references). They come with great ideas that I implemented in my classes and that brought a lot of variety.

Seventh, the fact that the Centro Colombo Americano welcomes and promotes this kind of learning and also the implementation of research initiatives was also important in the execution of the project. The center not only helped by granting the authorization for the intervention to be conducted, but also by providing resources like the tape recorders and tapes that were used. Hence, it is highly advisable to inform the institution and to get this kind of mutual collaboration.

There were just a few aspects that limited the pedagogical innovation I intended with this project. On the one hand, given the introduction of new topics and the training the intervention required, I found it difficult to be on schedule in the first course. However, given that students were already trained by the second course, it was not

difficult to catch up on my responsibilities. Getting new students (who had to repeat, changed classes or came through the placement exam) was another hindrance. It required informing and training the new student on the techniques and nature and objectives of the intervention. It took extra time and effort. However, I overcame this problem by assigning senior students the task of explaining and training the new student. This was good for both students and worked out well.

The following strategies contributed in a good execution of the research plan. First, as stated above, involving students in the research guaranteed their effective collaboration. This happened for example in the collection of information, which was done by using tape recorders. I used professional SONY tape recorders. These recorders might turn out to be difficult to operate. However, as part of the intervention (see research design chapter), a piloting and a training period were considered. This not only guaranteed the collection of analyzable data (qualitatively and quantitatively), but also reduced the chances for students feeling intimidated by their presence.

I found it really useful to make transcriptions just as soon as possible after the data had been recorded. I would usually make transcriptions two or three days after recording the conversations. As suggested by Have (1990) the mere fact of transcribing is starting to interpret the data. The sooner, the clearer the findings might be. To give validity to my transcriptions (although CA does not consider this to be a necessary step) I gave them to students and colleagues. This, I have to admit, was more useful in the case of students accounts than in the case of teachers'. This might probably be because students might better understand that they said.

Another very useful thing to do was to digitalize data. For example, I converted all recorded conversations into MP3 files using AUDACITY which is free audio editing software. I also used it to select the specific episodes to be analyzed and to reduce hissing sound that in some cases impeded understanding what students said. I also used other functions like slow play to try to understand difficult parts, but it only worked in a couple of cases.

In the analysis of the data I initially started to print conversations and to code by hand. However, it was expensive and definitely not my style. That is why I decided to use a more ecologically-friendly and practical solution: the track changes function in Microsoft's WORD. Keeping conversations organized in Word files makes the process faster, cheaper and more visually attractive and analyzable. I uploaded all files (MP3's and transcriptions) in BOX.NET (a sharing folder site that provides users with 1GB of free storing space). That allowed me to have access to data at any time and any place with an available internet connection.

Although the Conversation Analysis tradition proposes that the interpretation of data is to be carried out by the analyst themselves and that it is not advisable to resort to the participants interpretations on the data given that their accounts could be biased by their desire not to lose face, there were some episodes in which my interpretations might have needed extra support. In fact, professors who had access to this document interpreted some episodes in a different way. This is evident, for example, in those cases in which I comment on alternative interpretations made by Professor Harold Castañeda, one of the thesis reviewers. However, it could also be argued, in favor of Conversation Analysis tradition of considering recordings, transcriptions and the analyst's



interpretations and explications sufficient in themselves, that having the participants' interpretation or opinion on the interpretation of the data, does not necessarily guarantee that they will account for the architecture of their talk.

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## APPENDICES

## Appendix 1: Samples of conversation strategies lessons in recent EFL textbooks

## World Link Book 2

## 5 Speaking Strategy

Showing interest

MAKE OUR LIVES BETTER: WHY OR WHY NOT?

**A** Complete these sentences with your own information.

1. In my spare time, I sometimes \_\_\_\_\_.
2. I'm afraid of \_\_\_\_\_.
3. I live in \_\_\_\_\_, but I would like to move to \_\_\_\_\_.
4. My favorite singer/movie/magazine is \_\_\_\_\_.

**B** Pair work. Student A shares a personal fact from A. Student B shows interest and asks a follow-up question. Then switch roles.

*In my spare time, I sometimes write short stories.*

*That's interesting. What are the stories about?*

**C** Pair work. Change partners three more times and share personal information.

**D** Choose the most interesting fact you heard. Report it to the class.

**Useful Expressions:**  
Showing interest

Oh, really?

How interesting!

That's interesting.

That sounds interesting.

Me, too.

I know what you mean.

Unit 11 • Technology Today

Top Notch 2

## Describe an Accident

### CONVERSATION MODEL Read and listen.

- A:** I had an accident. **CN**
- B:** I'm so sorry. Are you OK? **CN**
- A:** I'm fine. No one was hurt.
- B:** Thank goodness. How did it happen?
- A:** Well, the other driver was tailgating, and he hit my car.
- B:** Oh, no! Was there much damage?
- A:** No. I'll only have to replace a taillight.

### Ⓜ Rhythm and intonation practice

Ⓜ **Ways to show concern**  
 Oh, no!  
 I'm so sorry.  
 How awful!  
 I'm sorry to hear that.



## Appendix 2: Touchstone 1 Conversation Strategy Lessons

## Unit 4


**Lesson C** *Do you come here every day?*

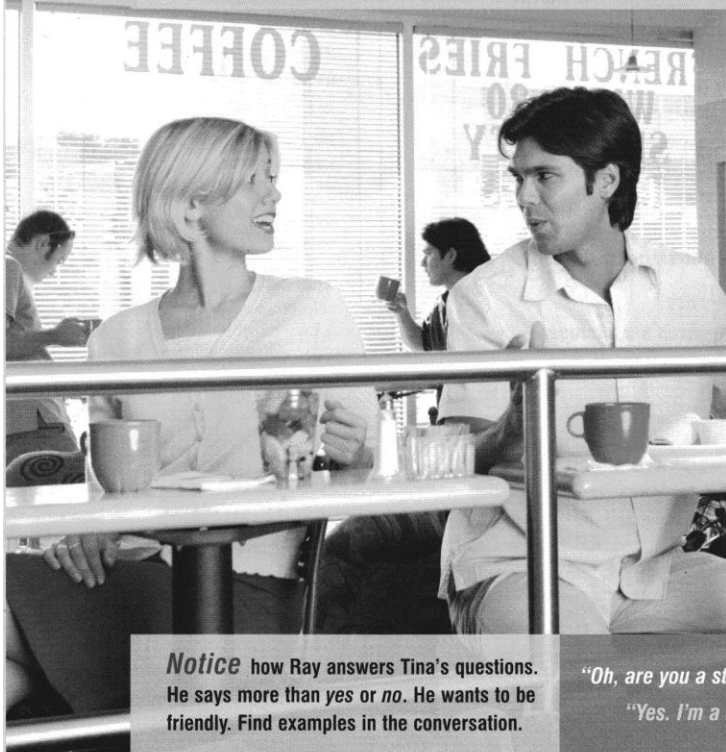
**1 Conversation strategy** *Saying more than yes or no*

**A** Can you answer this question with more than *yes* or *no*?

**A** Do you live around here?

**B** Yes, \_\_\_\_\_ or No, \_\_\_\_\_.

 Now listen. What do you find out about Ray?



**Notice** how Ray answers Tina's questions. He says more than *yes* or *no*. He wants to be friendly. Find examples in the conversation.

*"Oh, are you a student?"*  
*"Yes. I'm a law student."*

**Conversation:**

Tina Hi. I see you here all the time.  
Do you come here every day?

Ray No. . . . Well, I have breakfast here before class.

Tina Oh, are you a student?

Ray Yes. I'm a law student.

Tina Really? I'm in the business school.

Ray Oh. So do you live around here?

Tina Well, I live about 20 miles away, in Laguna Beach.

Ray So, are you from California?

Tina Well, I'm from Chicago originally, but my family lives here now.

About you

**B** Match the questions and answers. Then ask and answer the questions with a partner. Give your own answers, saying more than *yes* or *no*.

- |  |  |
|--|--|
| 1. Do you live around here? <u>✗</u>       | a. Yeah. Well, I play on a softball team.        |
| 2. Are you from here originally? _____     | b. Yeah, I work at a restaurant on the weekends. |
| 3. Do you have a part-time job? _____      | c. No, they live in a small town near the ocean. |
| 4. Do you like sports? _____               | d. No, I'm from Rio originally.                  |
| 5. Do you have brothers and sisters? _____ | e. No, I'm an only child.                        |
| 6. Do your parents live around here? _____ | f. No, I live near the beach.                    |

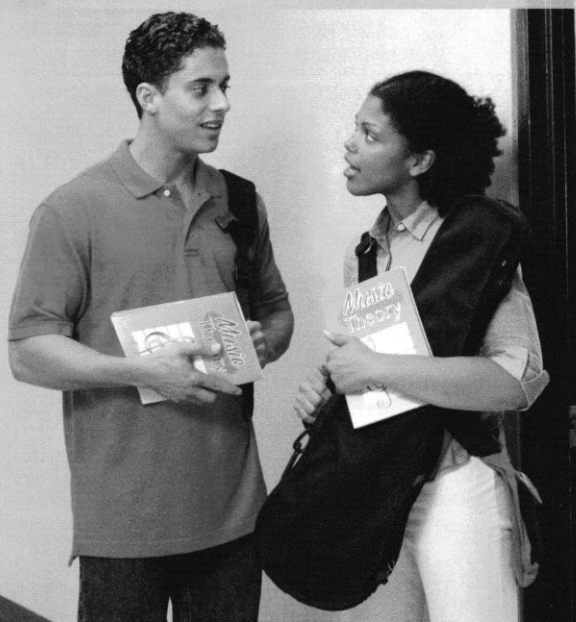


## Unit 5

## Lesson C

*Do you go straight home?***1 Conversation strategy** *Asking questions in two ways***A** Can you complete the second question?**A** What do you do after work? Do you \_\_\_\_\_ ?**B** Well, I usually go shopping and then go home.

Now listen. What does Lori do after class?

**Adam** So, what do you do after class?  
Do you go straight home?**Lori** Well, usually. Sometimes I  
meet a friend for dinner.**Adam** Oh, where do you go? I mean,  
do you go somewhere nice?**Lori** Do you know Fabio's? It's OK.  
I mean, the food's good, and  
it's cheap, but the service is  
terrible. Do you know it?**Adam** Well, actually, I work there.  
I'm a server.**Notice** how Adam asks questions in two ways.  
His questions are clear and not too direct. Find  
examples in the conversation.*"So, what do you do after class?  
Do you go straight home?"***B** Match the first question to a good second question.

- |  |   |
|--|---|
| 1. What do you do after class? <u>c</u>      | a. I mean, do you eat out?              |
| 2. How do you get home? _____                | b. Do you go shopping a lot?            |
| 3. Do you ever feel tired after class? _____ | c. Do you go out for coffee?            |
| 4. Do you work in the evening? _____         | d. I mean, do you usually need a break? |
| 5. How often do you go shopping? _____       | e. Do you take the subway or the bus?   |
| 6. What do you do for lunch? _____           | f. I mean, do you have a part-time job? |

**C Pair work** Ask and answer the pairs of questions. Give your own answers.*"What do you do after class? Do you go out for coffee?"      "Well, I usually . . ."*

## Unit 6

## Lesson C

*It's a great place to live.***Conversation strategy** *Me too and Me neither***A** Can you match each statement with the correct response?

1. I love our neighborhood. \_\_\_\_\_ a. Me neither.  
 2. I don't like the new movie theater. \_\_\_\_\_ b. Me too.

Now listen. What do you find out about this neighborhood?

Ben I just love this neighborhood.

Jessica Me too. I bet it's a great place to live.

Ben Yeah. It has some great restaurants.

Jessica Right. But they're expensive.

Ben Yeah, I know. There are a lot of rich people around here.

Jessica Well, I'm not rich!

Ben No, me neither.

Jessica By the way, are you hungry? I'm starving.

Ben Me too. But let's eat somewhere else. It's kind of expensive around here.

**Notice** how Ben and Jessica say *Me too* and *Me neither* to show they have something in common. Find the examples in the conversation.

*"I just love this neighborhood."**"Me too."*

About you

**B** Make true sentences about your neighborhood. Circle an expression or add your own.

- I live in an exciting / a boring / a great neighborhood.
- I like the stores / houses / \_\_\_\_\_ in my neighborhood.
- I don't like the restaurants / buildings / \_\_\_\_\_ there.
- I go to a lot of movies / concerts / \_\_\_\_\_ in my neighborhood.
- I don't go shopping / eat out / \_\_\_\_\_ there.

**C Group work** Read your sentences aloud. Who has something in common with you? Find someone who answers *Me too* or *Me neither*.

*"I live in an exciting neighborhood."* *"Me too."* **or** *"Oh, really? I live in a boring neighborhood."*



## Appendix 3: Students' observation checklist

Observer:	Student 1:		Student 2:	
Question	Yes	No	Yes	No
Does your partner make <b>questions in two ways</b> ?				
Does your partner use <b>answer questions correctly</b> ? ( <i>well</i> )				
Does your partner <b>return questions</b> ? ( <i>How about you?</i> )				
Does your partner <b>show interest</b> ?				
Repeat information?				
Ask other questions?				
Uses expressions like <i>really?</i> , <i>wow!</i> , <i>interesting!</i>				
Does your partner <b>give extra information</b> ?				
Does your partner <b>take time to think</b> ? ( <i>well</i> )				

## Appendix 4: Students' consent form

Bogotá DC, Septiembre 4 de 2008

Estimado estudiante:

Con ésta, solicito su aprobación para ser participante en un estudio que llevaré a cabo en la clase de inglés que usted toma en el Centro Colombo Americano.

El estudio *Raising Students' Pragmatic Awareness: Overcoming Pragmatic Failure and the Emergence of Interlanguage and Second Language Communication Strategies* (El surgimiento de la conciencia pragmática en los estudiantes: Superando los fracasos pragmáticos y la aparición de las estrategias comunicativas de la segunda lengua y la interlengua) se relaciona con los problemas que tienen los aprendices de una lengua extranjera. Más específicamente, trata de aquellos que tienen que ver con el manejo adecuado de las conversaciones (p.e. cómo mostrar interés, cómo preguntar sin ser impertinente, cómo iniciar conversaciones y demás) y de lo que ellos hacen naturalmente, o pueden hacer para lidiar con tales dificultades. En la investigación, algunas de sus conversaciones en interacción con sus compañeros serán grabadas una vez a la semana por un periodo no superior a cinco minutos. Usted también contestará algunos cuestionarios y usará algunas formas de trabajo en clase. A usted no se le pedirá hacer ninguna otra actividad, ni nada que vaya en perjuicio de su persona o de su proceso de aprendizaje. Por el contrario, el objetivo del estudio es que a partir de los resultados se puedan crear actividades orientadas a mejorar la capacidad comunicativa de los estudiantes de este curso.

Dado que los resultados del estudio se usarán para escribir un reporte para la maestría de lingüística aplicada de La Universidad Distrital Francisco José de Caldas, sus nombres se remplazarán por un seudónimo si así lo desean ustedes.

Todo estudio de esta índole implica un código de ética. Así las cosas, les garantizo que:

- ustedes realizarán sus actividades de clase como normalmente lo hemos venido haciendo
- el estudio no interferirá de forma negativa con su aprendizaje
- si usted así no lo autoriza, su nombre no aparecerá en el reporte o cualquier otro documento derivado del estudio
- usted podrá retirarse del estudio en cualquier momento

Si usted así lo hace, las grabaciones y formatos con usted utilizados no serán usados.

Para asegurar su confidencialidad y la protección, me comprometo a que:

- las grabaciones sólo se utilicen con propósitos investigativos y educacionales
- usted tenga acceso a las grabaciones o a los formatos cuando así lo desee



- usted decida que partes de las grabaciones o de los formatos no sean utilizados en el estudio

También he dado formas de consentimiento similares a ésta a los padres de sus compañeros que son menores de edad. El Centro Colombo Americano también conoce del estudio y ha dado su aprobación para la realización de éste. Le agradezco de antemano su apoyo. Si usted desea contactarme para hablar acerca del proyecto, por favor llámeme al 3007770991, o hable conmigo después de clase.

Si está de acuerdo con su participación en el estudio por favor complete el formato que se presenta abajo.

Atentamente

\_\_\_\_\_  
Ricardo Alfonso Nausa Triana

**Formato de aprobación del estudiante**

Yo \_\_\_\_\_ deseo / no deseo (por favor elija la opción que se aplica a su caso) participar en el estudio que llevará a cabo el profesor Ricardo Nausa, en la clase de inglés básico 2 en el Centro Colombo Americano.

Entiendo que mi identidad se mantendrá en reserva y que me podré retirar del estudio cuando yo así lo desee.

Firma: \_\_\_\_\_

Nombre completo: \_\_\_\_\_

Fecha: \_\_\_\_\_

A continuación seleccione la opción que desee

- Apruebo que mi nombre sea incluido en los reportes ( )
- Prefiero que se utilice un seudónimo en los reportes ( )

## Appendix 5: Center's Director consent form

Estimada Luz Libia:

Con ésta, solicito su aprobación para la realización de un estudio que llevaré a cabo en la clase de inglés básico 2 a mi cargo en el horario de 6:10 a.m. a 9:50 a.m. en la sede centro del Centro Colombo Americano.

El estudio *Raising Students' Pragmatic Awareness: Overcoming Pragmatic Failure and the Emergence of Interlanguage and Second Language Communication Strategies* (El surgimiento de la conciencia pragmática en los estudiantes: Superando los fracasos pragmáticos y la aparición de las estrategias comunicativas de la segunda lengua y la interlengua ) se relaciona con los problemas que tienen los aprendices de una lengua extranjera. Más específicamente, trata de aquellos que tienen que ver con el manejo adecuado de las conversaciones (p.e. cómo mostrar interés, cómo preguntar sin ser impertinente, cómo iniciar conversaciones y demás) y de lo que ellos hacen naturalmente, o pueden hacer para lidiar con tales dificultades. En la investigación, algunas de las conversaciones de los estudiantes en interacción con sus compañeros serán grabadas una vez a la semana por un periodo no superior a cinco minutos. Ellos también contestarán algunos cuestionarios y usarán algunas formas de trabajo en clase. A los estudiantes no se les pedirá hacer ninguna otra actividad, ni nada que vaya en perjuicio de su persona o de su proceso de aprendizaje. Por el contrario, el objetivo del estudio es que a partir de los resultados se puedan crear actividades orientadas a mejorar la capacidad comunicativa de los estudiantes de este curso.

Dado que los resultados del estudio se usarán para escribir un reporte para la maestría de lingüística aplicada de La Universidad Distrital Francisco José de Caldas, sus nombres se remplazarán por un seudónimo si así lo desean ellos.

Todo estudio de esta índole implica un código de ética. Así las cosas, les garantizo que:

- los estudiantes realizarán sus actividades de clase como normalmente lo hemos venido haciendo
- el estudio no interferirá de forma negativa con su aprendizaje ni con los horarios y políticas de la institución
- si ellos así no lo autorizan, su nombre no aparecerá en el reporte o cualquier otro documento derivado del estudio
- los estudiantes podrán retirarse del estudio en cualquier momento

Si ellos así lo hacen, las grabaciones y formatos no serán usados.

Para asegurar la confidencialidad y la protección de los estudiantes, me comprometo a que:

- las grabaciones sólo se utilicen con propósitos investigativos y educacionales
- los estudiantes, sus padres o el Colombo tengan acceso a las grabaciones o a los formatos cuando así lo deseen
- los estudiantes, los padres o el Colombo decidan qué partes de las grabaciones o de los formatos no sean utilizados en el estudio

También he dado formas de consentimiento similares a ésta a los estudiantes, a los padres de los que son menores de edad. Le agradezco de antemano su apoyo. Si usted desea hablar acerca del proyecto, por favor contácteme cuando lo considere necesario.

De aprobar mi solicitud, le agradecería que por favor llenara la forma que se presenta al final de ésta.

**Formato de aprobación del Centro Colombo Americano**

Yo \_\_\_\_\_ en nombre del Centro Colombo Americano apruebo / no apruebo (por favor elija la opción que aplique) la realización del estudio que solicita llevar a cabo el profesor Ricardo Nausa, en la clase de inglés básico 2 en el Centro Colombo Americano.

Firma: \_\_\_\_\_

Nombre completo: \_\_\_\_\_

Fecha: \_\_\_\_\_

A continuación seleccione la opción que aplique

- Autorizo que el nombre de la institución sea incluido en los reportes (    )
- No autorizo que el nombre de la institución sea incluido en los reportes (    )

## Appendix 6: Conversations transcription conventions

SYMBOL	MEANING
[	<i>A single left bracket</i> , indicates the point of overlap
]	<i>A single right bracket</i> , indicates the point at which an utterance terminates another utterance
=	<i>Equal signs</i> , one is put at the end of one line, and one at the beginning of another line; indicate that there is no "gap" between the two lines; latching
(7.1)	<i>Number in brackets</i> , indicates silence or pause (of seven seconds and one tenth of a second)
(.)	<i>A dot in brackets</i> , indicates a tiny gap between the utterances
<u>Word</u>	<i>Underlined word</i> , indicates some form of stress, speaker's emphasis
° °	Degree signs are used to indicate that the utterance is said much quieter than the surrounding text
><	"More than" "less than" the utterance was produced noticeable quicker than surrounding utterances
::	<i>Colons</i> , indicate prolongation of sound
-	<i>A dash</i> , indicates a sharp cut-off of the prior word or sound
.	<i>A period</i> , indicates a stopping fall in tone
,	<i>A comma</i> , indicates a continuing intonation, like when you are enumerating things
?	<i>A question mark</i> , indicates a rising intonation
!	Exclamation marks are used to indicate an animated or emphatic tone
↑↓	<i>Arrows</i> , indicate a shift into a higher or a lower pitch in the utterance-part immediately following the arrow
WORD	<i>Upper case</i> , indicates especially loud sounds relative to the surrounding talk
* word *	Lowered volume
*	<i>An asterisk</i> indicates a "croaky" pronunciation of the immediate section
<>	<i>Right/ left carets</i> , indicate speeding up
><	<i>Left/right carets</i> , indicate slowing down
· hhh	<i>A dot plus a row of hs</i> , indicate an inbreath; without a dot – an outbreath
Hh	An "h" indicates an out-breath. The more "hh" – the longer the outbreath
w(h)ord	<i>An h within a word</i> , indicates breathiness, as in laughter, crying, etc.
( )	<i>Empty brackets</i> , the transcriber's inability to hear what was said. The length of the space between the brackets indicate the length of the untranscribed talk
(word)	<i>Words in brackets</i> , words which are quite dubious; the transcriber's best guess at an unclear utterance
(( ))	<i>Double brackets</i> , contain transcriber's descriptions additional to transcription
@word@	Imitation
\$word\$	Laughing voice

## Appendix 6: Conversations Transcriptions

### *Conversation 1*

Transcription conversations unit 4 (lesson C) September 13, 2008

Cecilia and Olga

1. C: Hi Olga
2. O: Hi Cecilia
3. C: e::h do you live around here?
4. (5.0)
5. C: do you live around here?
6. O: eh, I don't, I live i::n Villa Mayor. How about you?
7. C: I li:ve in Candelaria downtown
8. O: (la) Candelaria?
9. C: In Candelaria (.) near here
10. O: i::n (.) do you have a part-tim::e job?
11. C: No, I don't, I work full-time at ETB, how about you?
12. O: I work i::n (0.2) Contact Center American (.) i:s a business, business e::m call
13. center
14. C: a::h ok
15. O: e::m of ETB
16. C, yes, I I don't, I:: know (.) that. e::h where are you ↗from?
17. O: um: I I am (fro::m) eh Tolima
18. C: YES? Really? Were where where place? What place?
19. O: um:::: (1.0) e::h ne:: ne:: e::m (3.0) I:: sport play (.) futbol (0.2) why(t) my husband
20. C: but you, no(m) (.) are you from here originally?
21. O: no (2.0) no, I a:m from:: >Tolima<
22. C: but
23. O: >originally<
24. C: mm:: (3.0) >ay!< (1.0) but (2.0) what mm: w[hat] town [city]
25. O: [city] [city] is
26. Chaparral
27. C: a::h ya! (.) my ↗mom i::s (.) is fro::m:: ↗Chicoral?
28. O: Chicoral
29. C: Chicoral Tolima
30. O: \*uh\*
31. C: e::m, but I am, I'm from Bogota (0.7) my father is from Sogamoso
32. (0.7)
33. O: eh we only, only live in: Bogota:: (2.0) u:m have e::h e::h (thirty) years
34. C: ah, ok (.) I live in Bogota all my life. (.) u::m do you like (e)sports?
35. O: e:m yes (.) I play: (.) futbol
36. C: yes? (really?)
37. O: e::m why my husband (.) is fanatic
38. C: yes?
39. O: he's (3.0) terrible (.) terrible
40. C: I don't like (e)sports, I don't like play (plays) sports (.) no I don't like
41. O: no?
42. C: no, I prefer others, others activities (h) fo::r for cha::t, for watch TV, for (wal) e::h

43. go to the ↗movies, other, but I don't like play sports (.) nothing, nothing
44. (1.0)
45. O: um:: I like e::m (2.0) read (1.0) y I like e::h (.) watch TV (2.0) e:h >the movies<
46. C: go to the movies
47. O: go to the movies?
48. C: go to the movies.
49. O: a::h
50. C: do you have, do you have brother and sisters?
51. O: yes, e::h I am:: ↗three? e::h brothers, >four<
52. C: four brothers?
53. O: eh three brothers a:nd one sister
54. C: uich, It's a big (.) family
55. O: yes:, so big and mother eh don't ha:ve TV
56. C: ((laughter)) ye(h)s she ( ) ((giggle)) yes she does. e::h but I am only child. I don't
57. have brother or sister, \*or sisters\*
58. O: or (do you) you are only ch[l]ld
59. C: I suppose that I am very (1.0) \*(como se dice consentida?)\* (0.7) consenTlda
60. ((giggle)) (1.0)e:h do your parents live around here?
61. O: yes, in Bogota?
62. C: yes,
63. O: yes in Bogota:: (.) all family (.) live e::h ah ya! e::m y:: we [ ] they are
64. from e:h Tolima
65. C: [from?]
66. C: a:h ya! Ok. I live with my parents.
67. O: you?
68. C: yes, I live (.) with my parents (.) in Candelaria. (.) I [live] together.
69. O: [all?] all?
70. [3.0]
71. C: all time

*Conversation 2*

Transcription conversations unit 4 (lesson C) September 13, 2008

Camilo, Ma C, Lenin, Ricardo (teacher)

1. L: Hi Camilo
2. C: Hi Lenin
3. L: How abou', eh no!, how are you?
4. C: eh, fine thanks
5. (4.0)
6. L: ah (2.0) ah (3.0) ah [do you] live around here?
7. M: [Hi Camilo]
8. (2.0)
9. C: I live (1.0) e:m in Restrepo
10. (1.0)
11. L: in Restrepo?
12. C: yes, how about you?
13. L: I live, I live e:h in Centro Americas
14. (2.0)
15. C: where? Is near ↓to
16. L: is near to the:: em::: (3.0) Mundo Aventura Park
17. C: Ok, how about you Maria C?
18. M: Ok, eh I live in Palermo (.) is (relative) near (0.2) of the University Nacional
19. L: ne[xt ]
20. C: [oh] is near (.) to the Colombo [e:h]
21. M: [are] you from here originally?
22. C: yes, I am from Bogota.
23. M: o:h, me too. How about you?
24. L: I: from Bogota. e:m is e:h (1.0) I'm from Bogota
25. C: ((giggle))
26. L: yes
27. C: really? (All) are (.) from Bogota. (1.0) [from Bogo]ta
28. L: [we are ] here f]rom Bogota
29. M: [oh ok ] Lenin, do you have a part time
30. job?
31. (1.0)
32. L: what?
33. M: do you have a part time job?
34. L: no (.) I (.) no (.) I work eh full time (2.0) I work for ( ) ( ). Ho' 'bout you?
35. M: eh no, I don' I full time at the (compass) group Colombia (.) all time
36. L: \*all time\*
37. M: and you? E:h [ Ca]milo
38. L: [and you Camilo?]
39. C: e:h, no. I:: I don't have, I do::n't have a job, because I study in the
40. M: really?
41. C: [yes]
42. M: [no:]
43. L: where are you study? eh Where are ↓you
44. C: I study (.) at America U, (.) at America university. (.) Is near from

45. L: from Colombo
46. C: y[ es]
47. M: [Do] you have a part time (.) study? yes
48. C: yes a clase (.) a [class] of English (.) all days (0.7) 6 a l. m. ((giggle))
49. L: [ yes]
50. M: (all time) study study stu[dy]
51. C: [ I ] study all time (0.7) e::h Lenin, do you like sports?
52. L: I: no (.) I don't know. I don't (0.2) I [don't I don't no
53. C: no[thing? Ok
54. M: a::h, I like sport, bu:t e:h (.) not (0.5) no practice (e)sports (1.0) I don't have time. e:h and
55. you?
56. C: e:h yes, I play:, I play soccer, (.)on Wednesdays, e::m I like see: (.) watch watch (.) wa:tch
57. soccer in the TV all days ( ) ( ) ( ) games (for the)
58. M: e::h I (.) sometimes (.) to ride I bike and goes to (for) (the) (work)
59. C. A:::h
60. M: ( ) hm
61. C: ( )
62. L: the work?
63. M: the waLk
64. L: ah! walk a:h! (0.7)< ye::ah!
65. M: and to ri::de (.) a bike
66. L: bike a::h
67. C: eh
68. M: sometime, (.) sometime eh on Sundays, sometime[es on e::h
69. L: [\*sometimes\* (.) the weekends
70. M: the weekends
71. C: o::h right
72. M: a::h
73. L: do you::: have eh brothers? eh a::m
74. M: yes , eh I have (.) four brothers and four sist[ers
75. C: [really? (are) <ma::ny
76. M: [really my father is
77. very big, my family is [paisa
78. L: [six? Six
79. M: four
80. L: four eh bro[thers
81. M: [sister and [four sisters
82. C: [ four brothers and four sisters eight persons
83. L: ui::j:
84. C: with the parents (.) eight persons in the family (.) wai(h)sh::
85. M: ((giggle))
86. C: very (bigger) family
87. L: big family
88. M: ( )
89. L: y where are you from your family?
90. M: my father is e:m antioqueño (1.0) my mother is tolimense
91. C: yes because the ( ) are ( ) are big families



92. ((giggle))
93. L: the original place is (.) Tolima, el Tolima?
94. M: el tolima. Dolores Tolima my mother (1.0) [My father is
95. L: To[lima:: The place specific e::h
96. Tolima
97. M: e::h (2.0) Dolores Tolima is
98. L: ah Dolores
99. M: My father is ah (1.0) de Antioquia. (.) Marinilla Antioquia
100. C: Marinilla ah is a very good ([ )
101. M: [yes eh ok do you have brothers and sisters? Camilo
102. C: Yes , I have (.) two brothers and one sister
103. (3.0)
104. M: Ok
105. C: Yes it's ( [ )
106. M: [is normal ((giggle))
107. C: and you Lenin?
108. L: I have e::m (2.0) four brothers, (.) one sister
109. C: what?
110. M: four brothers?
111. C: four brothers (1.0) oh, [poor sister ((giggle))
112. M: [one sister
113. L: poor sister (2.0) is specia::l (1.0) ah e:h the last sent, the last e::h the ah eh
114. C: the last, the last
115. L: no, the after e::h (2-0) no, the (1.0) ow como se u::m, the little,(.) the g' the girl is
116. M: the little
117. L: the little (3.0) ah is little
118. C: is a:: (2.0) is the last
119. L: the last
120. C: is the last [ son is the last son?
121. M: [how old [how old is she?
122. L: yes \*is the last son\*
123. C: ah ok
124. M: how old is she?
125. L: e:::a how old is [
126. M: [your sister in ( )
127. L: ah!
128. (2.0)
129. C: ((giggle)) no remember ((giggle))
130. L: no remember?
131. C: do you e:::h. Do your parents live around here?
132. L: a::h my:: father and my::: my mother (.) she's dead (2.0) dead (1.0) is dead (.) e:::a my
133. father em (.) e::h now (1.0)
134. C: were, where live your father? (2.0) where lives \*your father\*?
135. L: lives? Ah in e:::a Girardot
136. M: no, no is near
137. (2.0)
138. C: yeah

139. M: no is near  
 140. L: ah  
 141. M: in Gi[rardot no is near  
 142. L: [two::: [two hours  
 143. C: [two hours, but is no, but is no near  
 144. M: no, no is [near  
 145. L: [yeah the other possibility is eh Barranquilla  
 146. C: ʔa:::h! yes  
 147. L: yes, is near, how about you Maria C?  
 148. M: eh, my parents eh here  
 149. L: in Bogota?  
 150. M: in Bogota  
 151. C: in wha:t? Where d', where, where  
 152. M: I live in la Alqueria  
 153. C: in la Alqueria yes is near  
 154. M: is ne[ar  
 155. L: [near to:: eh Mundo Aventura park  
 156. M: yes, is near  
 157. C: yes i:[n  
 158. M: [neighbors, neighboods?  
 159. L: neighborhood, neighborhood? a::m?  
 160. M: neighborshood?  
 161. C: in first of May with::: with fifty, yes?  
 162. M: yes  
 163. C: is near  
 164. M: is near (2.0) ok, a::a Camilo, do your parents laiv around here?  
 165. C: eh, >my father, my father live in Restrepo with me (.) My mother died (2.0)  
 166. fo::ur years ago  
 167. M: a:::h  
 168. L: dead?  
 169. C: is dead (.) four four years \*years\* ago  
 170. R: really?  
 171. C: yes  
 172. M: y your brother and (0.3) your sister?  
 173. C: I live with [  
 174. M: [(where live )  
 175. C: I live with a with two (.) with two brothers but my sister is a half sister (.)  
 176. and live with the mother in Salitre, but I speak with he (.) with she all days  
 177. M: ok

*Conversation 3*

Transcription conversations unit 4 (lesson C) September 13, 2008

Daisy and Horacio

1. D: All right
2. H: OK
3. D: Do you live around here?
4. H: Eh:: , no (.) no no no I live eh:: arou::nd Alamos, eh:: i::n, in la (Riviera)
5. (2.0)
6. D: [Eh:: ]
7. H: [is a::::] next to the:::: Engativa'::::s::
8. (0.2)
9. D: [eh:: ]
10. H: [IN EngatiVA]
11. D: near near
12. (0.3)
13. D: Zarzamora:: o:?
14. H: yes yes.
15. D: yes,
16. H: yes.
17. D: ( ) from Zarzamora near Cafam?
18. H: yes (.) around around this
19. (0.5)
20. H: [e::m]
21. D: [thank you]
22. (3.0)
23. H: (any) question?
24. (0.4)
25. H: [only only question]
26. D: [( ) question ]
27. H: [one OK ]
28. D: [e::h ]
29. H: Do you live, do you live arou::nd, do you live around here, Daisy?
30. D: No, no e::h, I:: I live(t) arou::nd Salitre Magico::
31. (0.3)
32. H: Salitre Magico? Ah:[::m,]
33. D: >< [around,] around salitre magico (.) e::h Jardin Botanico,
34. H: u::m very good, is a [good] place
35. D: [I ] I live in la Estrada
36. H: um, yes? yes yes yes
37. D: are you from e::h here origiNally?
38. H: e::h NO (.) NO I:: I fro::m Bucaramanga
39. D: Bucaramanga?
40. H: YE:S
41. D: Really?
42. H: \$REA:ly:\$ ((laughter)) Santandereano (.) Santandereano I from Bucaramanga, how about you?
43. D: A::h I'm from Bogota?
44. H: Bogota?

45. D: I'm from Bogota
46. H: R:Qla
47. D: Rolita
48. H: ((laughter)) OK
49. D: Do you have a part tim' job?
50. (0.5)
51. H: e::h no no, no I:: I don't. I work e:h I work full time (0.3) full time a:t the:: ETB
52. (1.0)
53. D: ah:: ( )
54. H: at the ETB
55. D: ( ?)
56. H: full time, Sunday, Tuesday::s, every > every week < (.) it's in the:: the Sunday, is u::::m
57. sometimes sometimes sometimes. because is eh neceSSAry in e::h (.) in e::h (3.0) in
58. D: mm ha ((giggle)) ok
59. (2.0)
60. H: e::h ((cough)) Do you have (.) do you have a part Time JOB?
61. D: Eh no e:h (.) e::h e::h (4.0) what is part time? Part time.
62. H: Part time is e::h opposite to full time, full time is e::h every week [(.)] only day
63. D: [e:h]
64. H: e:h every > every day< every day no only
65. D: yes
66. H: eh a part time is for example only Monday
67. D: a:h.
68. H: yes?
69. D: yes yes, I I:: I work e::h (.) e:h every day, (.) in Aviator e:h
70. H: ((cough)) in aviator? (0.3) [ A::y:: ] grEA:t (.) [O::H]
71. D: [in Aviator] [ ( ) ] ea::h Mondai and Tuesdi (.) a::n'
72. Saturday in in m::y store, (.) internet
73. (0.5)
74. H: [ a::h, ]
75. D: [Saturdays,] in the in my boy friend
76. (1.0)
77. H: With your boy friend?
78. D: si
79. H: yes? ↗UH ↓hu
80. D: yeah (.)
81. H: NO more (giggle)
82. (3.0)
83. D: Do you like sports?
84. H: Ea::m:: ye::a:h well:: [ (0.5) ]
85. D: (((giggle)))
86. H: I like I like the sport for example e::m soccerball a::nd motorcycle?
87. MotorCycle?
88. D: yes
89. H: is m:y mo::re (.) my mo::re (full passions) motorcycle (0.2) is very good I li::ke
90. (.)
91. go the (mountain) in motorcycle (.) around BogoTA:: a:n in Colombia is very

92. goo(t)
93. D: interesant (0.2) ((laughter))
94. H: yes
95. (3.0)
96. H: Other question?
97. D: [ eh ]
98. H: [ay no] ay e::h and you? Do you like sports?
99. D. e::h I like e::h I swim (0.3)I no practice
100. H: no practice?
101. D: no practice e:::h
102. (4.0)
103. H: e::h For a long time?
104. D: for a long time.
105. (1.0)
106. H: no practice for a long time
107. D: [yes]
108. H: [A:::]::h
109. D: yes, but but e:::h I like ( ) ( )
110. H: yes?
111. D: yes. >do you have brothers or sisters?<
112. H: yes:: (.) yes (.) I have I have one brother a:::nd three sisters
113. D: what ( ) name [ (.) ]( de) ?
114. H: [ my ] my brother? My brother is e:::h her name is Camilo, (.)
115. He's a::: sixteen, sixteen years old (.) sixteen years old. and my sister, e:::h, my sister ah
116. my sister is e::m they are e::h Valentina, e:::h she's e::h four years (.) old (.) is very
117. small,
118. D: ((giggles))
119. H: a:::nd (Luisa,) e::h she::'s e:h she's e:::h eleven or twelve? [Years old,]
120. D: [ ((giggle)) ]
121. H: and ah(h) ay Esmeralda, (she's,)
122. D: ((giggle))
123. H: Esmeralda is twenty-five and Liliana,
124. (0.7)
125. D: ((Laughter))
126. H: Liliana is forty-three (.) is four sister, no three ((giggle)) and you? e::h how about you?
127. D: (no) ( )
128. H: no?
129. (2.0)
130. D: ( )
131. H: A:::h, (.) you [ a::re ]
132. D: [only chld]
133. H: you are only chld?
134. D: yes
135. H: yes?
136. D: yes
137. H: o:::h (.) good (.) good good (.) eh do your parents laiv do your parents live
138. around here?

139. D: No e::h (.) eh they live (.) around here? No e::h e:h my mother lives with  
 140. me  
 141. (.)  
 142. my father (.) live another other other part ( )  
 143. H: yes? Yeah? a:::m. ok  
 144. D: ok? (1.0) do your parents live around here?  
 145. H: U::m yes, well >well well< eh they live eh in Bogota, a::nd my father, and my  
 146. father lives in a small town e::h i::n in the Tolima (0.5) in the Libano, Tolima. (1.0)  
 147. No more, no more, no more  
 148. D: your father?  
 149. H: My father.  
 150. D: Tolima?  
 151. H: My father live i:n Tolima. Libano Tolima.  
 152. D: (no?)  
 153. H: Ok, thank you  
 154. D: (ay) ok

*Conversation 4*

Transcription conversations unit 4 (lesson C) September 13, 2008

Chirley and Andrés

1. C: Do you live around here?
2. A: E::h no I live in Chapinero
3. C: really?
4. A: yes
5. C: my ( ) laivs in Chapinero
6. A: yes?
7. C: yes
8. A: ((Laughter))
9. C: I from here How about you?
10. A: I from (.) yes I from Bogota (.) u::m how about you?
1. C: C: A::: I from eh Bogota
2. A: yes?
3. C: I from Bogota
4. A: Nice to meet you
5. C: ((laughter)) Do you have a part time job?
6. A: e::h no no I don't full time e::h I work e::h I work (in the evenings )a::h my
7. parents
8. C: ( )
9. A: ( ) with my father e::h [( in the bedroom ) full time
10. C: [yes] a::h I::: I
11. (10 unintelligible seconds)
12. C: e::h Do you like sports?
13. A: (2.0) yes. e::h I::: I like souccer, I play swimming a::h at the m::: in the weekend
14. (5 unintelligible seconds)
15. C: e::h Do you (like) e::h do you have brothers or sisters?
16. A: e:h yes yes I:: (0.5) yes I:: [
17. C: [have?
18. (1.0)
19. A: I have, I have e::h two brothers and one sister (0.7) How about you?
20. C: e::h yes a::h have two brothers and I ( ) no sisters
21. A: No sisters?
22. C: No sisters eh thre::e, thre[::e brothers
23. A: [brothers] brothers a::m a::m ( )
24. C: yes (3.0) e::h do your parents laiv around (.) here?
25. (3.0)
26. A: e::h yes I live e::h with my parents e::h ah!, I live in eh to:o my brothers
27. C: really?
28. A: ((giggle))
29. C: a::h!
30. A: ((giggle))
31. C: o::h! a::h no my:: my parents laiv (acá) (cation)
32. A: oh!
33. (4.0)

34. A: ( )
35. (5.0)
36. C: I ( ) (woman) ( )
37. A: your mother?
38. C: yes
39. A: [ ((laughter)) ]
40. C: [ay:: ] rally, rally (1.0) relly e::h I am ( ) children.
41. A: yes?
42. C: ye::s, children eh: woman, one woman and o::ne man
43. A: yes?
44. C: yes
45. A. yo yours what what what ( ) the age?
46. (2.0)
47. C: Ah e:h my (fir') e:h o::ne (0.5) e:h my children eight, and (.) and one.
48. (0.5)
49. A: yes?
50. C: yes
51. A: ( ) ( ) (2.0) ((giggle))
52. C: ye:s a::h. I'm (married) from ni' nine years,
53. (1.0)
54. A: nine years?
55. (3.0)
56. A: nine years?
57. C: nine years
58. (2.0)
59. A: at the (marriage)?
60. C:ah I am the a::h (2.0) e::h <twenty> (1.0) twenty?
61. (0.5)
62. A: no, (bue') e::h(1.0) what do you::::? What do you::::? e::h what do you (.) he is eh daughter?
63. What do you he is daughter? Is (good)
64. C: a::h he is a:h (.) he is indepent \*indepent\* a::h e::h (.) the work a::h e::h ( )
65. A: ( ) (well well well)
66. C: ((giggle))
67. A: ((giggle))



*Conversation 5*

Transcription conversations unit 5 (lesson C) September 18, 2008

Daisy and Horacio

1. H: Good morning Daisy
2. D: Good morning Horacio ((laughter))
3. H: [ok, you go first
4. D: [How are YOU?
5. H: Fl::n::e! (.) e:h how about you?
6. D: \*fine, thank you\*
7. H: \*ok\* (.) OK, you go first
8. D: a:h (.) ↑question first
9. H: [e:r]
10. D: [I? ]
11. H: YES,=
12. D: =yes? =
13. H: =\*yes yes yes yes\*
14. (2.0)
15. D: e::h what do you do, (1.0) what do you do after class? (1.5) do you go out for
16. ↑coffee?
17. H: e::h (.) the intonation? The intonation (0.7) what do you (.) what do you do after
18. ↓class? Do you go out (.) [for ↑coffee? ]
19. D: [for ↑coffee?]
20. H: The::: [question] is in the second part (.) >yes eh, please? Is e::h (2.0) ok=
21. D: change
22. H: \*yes\* yes yes yes [the intonation
23. D: [change the words a::nd to (.) (\*bue[no\*)
24. H: [ok
25. D: ok, (0.7) what do you do after ↑class? Do you go out for ↑coffee?
26. H: e::m:: (.) I:: (.) I:: go:: af I : go:: I:: I \*after class,\* (.) >I afte (.) I go::: (.) I go to
27. the:: (.) to the ↑work, =
28. D: =(before) (\*work\*) [after class?]
29. H: [I go (.) I go ] to the ↑wo::rk (.) and I:: eat a ↑breakfast (0.7)
30. in Some opportunities (.) a::nd
31. D: eh, breakfast e::h, near here?
32. H: [e::h, no around ]
33. D: [( ) (this) place]
34. H: around here in the::: ↑cafeteria?
35. D: ah, yes
36. H: in the:: (1.0) in the cafeteria around here (0.7) around ↓here
37. D: ah [ok
38. H: [ yes? is more ↓typical. (1.5) ↓activity. (0.7) eh how about ↑you?
39. D: a::h, I don't. I go:: to I go to ↑work, (0.5) an' in the work (tak) a coffee (.) \*no
40. more\*
41. H: the cafeteria is eh (.) >in the work? (1.0) in the:: (.) I don' understand (.) >you go, you go:: (.)
42. you go to the work.
43. D: eh, the after ↑class [ ah, I go to the:, I go to the work after class
44. H: [after [yes

45. D: eh, in the work e:h I take coffee  
 46. H: a::h no more  
 47. D: no more  
 48. H: one coffee [ no more  
 49. D: [the: (.) yeah  
 50. H: ah, (1.0) \*yes\*  
 51. (2.0)  
 52. D: e:h, sometimes eh go cafeter<sub>i</sub>a in (.) near here.  
 53. H: yes?  
 54. D: yeah  
 55. H: a:h (0.7) ah yes! (2.0) e::h ↑Daisy How do you get hom::e? e::h Do you take e::h \*the\* eh  
 56. ↑transmilenio or ↑taxi or ↑bus?  
 57. D: ((giggle)) yes, I do I take a:: I take to (.) I take a bus  
 58. H: a bus?  
 59. D: a bus. How about you?  
 60. H: e:h, no I go e:h (.) e::m  
 61. D: (bike?) (bike?) or:::  
 62. H: yes, u:m ((sigh)) how do you say eh ↑caminando?(2.0) e:m  
 63. D: one moment, (1.0) one mome:nt ((sigh)) one moment (.) look  
 64. H: ( ) r/U/n?  
 65. r/U/n r/U/n r/U/n  
 66. D: [run e:m I think, I think r/U/n  
 67. H: r/U/n (0.5) r/U/n is posible  
 68. D: yes  
 69. H: yes (1.0) yes, because I work e::h because I work around here  
 70. D: a::h  
 71. H: in the ETB  
 72. D: a:a:h! em em  
 73. H: is no necessa[ry  
 74. D: [ah, seven, seventy? Seven?  
 75. H: eh aca en e::h diecinueve e::h [  
 76. D: [diecinue(h)ve ((giggle)) no  
 77. H: ay, di' eh  
 78. D: nineteen(h) ((giggle))  
 79. H: Ninetee(h)n[ nineteen (1.5) nineteen, nineteen yes  
 80. D: [((giggle)) ok  
 81. H: e::m  
 82. D: a::h (2.0) do you ever feel tired after ↑class? (.) I mean do you u/s/ually need a ↓break?  
 83. H: um::: (2.5) I don't I don't understand this (.) this e:h (.) expression e:h  
 84. D: what,  
 85. H: can you repeat that please?  
 86. D: (what) do you (.) do you ever feel tired (.) after class?(.) I mean, do you u/s/ually need a  
 87. break?  
 88. (5.0)  
 89. H: um: (1.5) after class is u:m(1.0) is:: sometimes I:: um um qué? u:m I take a brek (.) because::e  
 90. in other opportunities I:: go: straigh' straight work (.) \*I go straight work\*  
 91. D: u:m, ok

92. H: ok
93. D: ( ) ( )
94. H: e::h [
95. (13) ((both muttering))
96. D: How have the most usually routines? ((reading a question I wrote on the board))
97. H: um:: (3.0) \*I have\* ((muttering)) \*routines\* in this moment? (.) in this moment (.) is e::h (1.0)
98. \*in this moment?\* study English a::nd (1.0) and study in the university (.) has the mos(h)
99. unusual routines, becau::se, because I (.) I am study in the morning and the evening (.) e:h every
100. day
101. ((background talking)) (5.0)
102. H: and you? who has the most unusual routines?
103. D: I study English in the ↑ morning, e:h (after (.) work) go to work ea::h in the evenings
104. ah I work my store
105. H: I (.) I what?
106. D: I work my store u:m a:h Internet \*café internet\* a:h because e:h (1.0) I study English
107. in the Colombo in the morning y:: a:h I work e:a every day
108. H: Ok
109. D: ((giggle))
110. H: ok
111. D: ay(h) ((giggle))
112. H: ok (.) u:m (2.0) u:m Daisy How (.) How often do you go shopping? e:h do you go
113. shopping a lot?
114. D: No;, I don't e:h I I go shopping:: ea a:h once /ans/ once? a::h two times (.) two times
115. a a::h a month
116. H: two times a month?
117. D: yes, no more e::h eh shopping (.) the clothes party clothes and some (1.0)
118. H: Ok
119. D: how about you?
120. H: U:m:: is ah sometimes, sometimes I, :: I go I go, I go shoppi::ng, once o::r twa::: a
121. weeks an' is no: (.) is no common (.) I no (2.0) is a ↑ routine, no no is a routine, because I
122. (.) I go shopping (1.0) a::h e:h if is (ne) necessary (.) no more.
123. D: a::h too. (0.7) I too \*yes\* \*yes I too\*
124. H: me too ((corrects))
125. D: ah, me too
126. H: \*me too\*
127. D: ok
128. H: ok
129. D: what do you uh (.) what do (one moment) what do you do for ↑ lunch? (.) I
130. mean do you eat ↓ out?
131. H: u::m (1.0) I:: (2.0) I I I::, I go::, I ah:: I eat out e::h (3.0) yes? (2.0) Yes yes last
132. question
133. T: Thank you
134. H: Thank you teacher

*Conversation 6*

Transcription conversations unit 5 (lesson C) September 18, 2008

Cecilia, Kamilo and Jorge

1. C: Wait, wait a minute please
2. K: Question me
3. J: What do you do after class Camilo? E::h do you (.) do you(.) go (.) out (.) for (.)
4. coffee?
5. K: No I don't, I:: hardly ever e::h go for coffee.
6. J: really?
7. K: yes , because (.) I don't like \*coffee\*
8. C: me too, I don't like coffee (1.0) a::h
9. K: e::h
10. J: Ho' How do you (.) how do you::: (3.0) \*how do you...\* how do you (2.0) ((giggle)) get
11. home, Camilo? e::h do you (.) take the transmilenio or the /bus/ or the bus?
12. K: e::h, Yes I do, I take transmilenio all days (.) because is the most class
13. (2.0)
14. J: really? ((giggle))
15. C: I don', I don't take the transmilenio or the bus
16. K: because?
17. C: because I walk I walk to my house, because I live near to my work
18. K: very (1.0) /luk/ girl ((laughter)) (3.0) e:h Jorge, do you ever feel tired after class? I
19. mean, do you usually need a brik, a break?
20. (2.0)
21. J: a break? Así suena?
22. K: e:h
23. C: but it's uh change this (.) for work
24. (1.0)
25. K: ah! Yes do you feel tired after work? I mean, do you usually need a brik? A break?
26. C: eh, (I need) a (break) ( to my hand) , ((mutter)) because all day I:: work (2.0) in front of the
27. ↗PC
28. (2.0)
29. K: ah ok (.) two (to me) (2.0) how about you Jorge?
30. J: e::h how about you?
31. K: yes
32. J: e::h
33. C: number 3
34. J: number 3?
35. K: yes
36. J: E::h yes (.) a::h yes (2.0) yes, I do. I'm tired (.) my (.) work
37. K: oh
38. J: yes, I very (.) many works, e:h many works in my office e::h (one hundre:d e:h email) (1.0) in
39. my:: ↗/customer/ ? \*/customer/\* (1.0) every day
40. (7.0)
41. C: how often do you go shopping? E::h
42. K: No, the four, the four, the four
43. C: ah! do you work in the evening? (3.0) Do you?
44. J: I mean

45. C: I mea::n \*wait a minute\* (6.0) I mean, do you have a part time job?
46. K: e::h no, I don't , I:: (2.0) I rest all nights
47. C: ((mutter))
48. K: I usually, >↗rest?, rest (1.0) all nights
49. C: ↗what is rest?
50. K: eh, rest ((mime))
51. C: um::::
52. K: how about you?
53. J: \*sleep?\*
54. K: e::h
55. C: similar
56. K: is similar to sleep, but no is sleep(t), but no is sleep is::
57. J: concentration?[ M]editation?
58. K: [NO::::]
59. C: NO::::
60. K: (you sleep) in your be:d
61. J: [ah yes
62. C: [after, after, after (.) after the lunch
63. J: \*watching TV?\*
64. K: YES, (watching TV) or:: (.) (in) your house
65. C: you sleep a little
66. J: ah, ok (3.0) Huilense
67. K: how about you?
68. J: e::h, e::h in my ↗ work, e:h [ e:h
69. C: [no, no, no Eh. how often do you go?
70. e::h Do you work in the
71. evenings? I mean do you have a part time job?
72. J: e::::h full time job a:h
73. C: but you do::n't (.) e::h work in the evening?
74. J: e::h usua' (.) usually
75. (4.0)
76. K: how about you?
77. C: e:h, no I, don't , I work full time at ↗ETB, bu:t eh sometimes, I work(et) e:h at
78. my home >in my house
79. J: (I red a book) (2.0) questions (.) more questions?
80. C: five , number five.
81. J: How often do you go ↗shopping? E:m do you go shopping a lot? Cecilia?
82. C: u::m, ↗well↓ I go shopping (.) at the ↗weekends↓(1.0) I go shopping (1.0) I go to
83. Carrefour, for example, or I go to Gran Estación e::h, but, > no more
84. K: e::h
85. C: How about you Camilo?
86. (2.0)
87. K: e::h no. e::m (1.5) I, I don't. I hardly ↗ever (0.7) ↓go shopping, /bikous/
88. (0.5)
89. I hate go shopping
90. C: you?
91. K: yes. With a ↗girl, oh
92. C: ((laugh)) ay! you are (.) very bad (.) with the girls (uich)

93. (8.0)
94. C: I don't know (3.0) well, e:h the number six an:d (1.0) after (1.5) answer this
95. K: ah no, eh \*entonces\* [ (con eh ah) finish
96. J: [( )]
97. C: Who has the most unusual routines? ((reading question on the board))
98. K: WHO HAS THE MOST UNUSUAL ROUTINES?
99. (5.0) ((teacher talks))
100. K: who has the most unusual routines?
101. C: don't usual
102. J: not usual
103. C: \*not usual\*
104. K: ok
105. C: very strange (\*strange\*) routines (2.0) but (3.0) what's your, what is, what is your very
106. strange ( )?
107. J: [(unusual)]
108. K: [yeah]
109. J: O:h is:: what's what's what is my ( ) ( )?
110. K: >no, no, no
111. J: who, who?
112. ((Unintelligible))
113. C: No, who has (1.0) who has the:: [( ) ( )]
114. K: [( )] Cecilia, me and you.
115. (5.0)
116. C: ( ) we have a normal (1.0) normal, (no strange)
117. K: yes
118. C: ( ) For example, e::h (2.0) you don't like, >you don't like go shopping
119. K: e::h yes, but (with) decision, decision
120. J: ah ok:, watch TV (1.5) <series of::
121. K: no what (0.7) do you go [( )]
122. J: [( )]
123. C: you?
124. K: (how about you?)
125. C: why?
126. (2.0) ((unintelligible))
127. K: you /wolk/ to the work..=
128. C: = a::h! ok, yes maybe
129. K: (watch TV) (2.0) work
130. C: unusual routines I ↗walk to my ↗work e::h (3.0) I walk to my work e::h
131. (4.0)
132. K: e::h (2.0) e::h the decision is ( ) ( ) ( )
133. C: because I go out (2.5) of my ↗house and I walk to my work (1.0) all days. For
134. example, I walk (.) to my house (1.0) e::h >for a lunch e:h
135. K: a:h! is very near
136. J: how often do you ↓go::? E::h work? \*work\*
137. C: all days
138. J: all days
139. K: is very near

140. C: because I live [near to my work  
141. J: [inusual  
142. K: Cecilia has the most inusual routines, because she work (2.0) she work to a::  
143. T: walk  
144. C: yes ((laugh))  
145. T: thank you very much

*Conversation 7*

Transcription conversations unit 5 (lesson C) September 18, 2008

Nini, Olga, Carolina

1. N: Good morning, Olga.
2. O: Good morning Nini, good morning Carolina, (how about you?)
3. N: Hello Olga, hello Carolina,
4. C: hello (\*how about you?\*) how are you?
5. N: I'm fine
6. C: fine, thank you
7. ((laughther))
8. O: what do you do after class? Nini
9. N: e:h (2.0) pero te falta complementen' (.) (te falta el
10. complemento)
11. O: Um (2.0) do you go (.) do you get out for coffee?
12. N: yes I do. E:h I coffee e:h cafeteri e:h the Colombo (2.0) how about you?
13. O: um: I go:: e:h (at work) to::
14. N: stree(k), [stree(k) ] (at work)
15. O: [straight ] (.) I go straight e:h at work e::m in my::(\*eight\*) e:h
16. (o'clock) I take breakfast [ for e:h I take breakfast
17. N: [ ok how about
18. you, Carolina?
19. C: e:h ↓sometimes (.) I go: fo:r e:h coffee with e:h ↗ my friends, eh b/u/t
20. e::m I usual e:h go (strai(k)) >work.
21. (1.5)
22. O. How about you Nini?
23. N: I e:h (1.5) in your work e:h e:h work? eh I (0.7) don't know (1.0) coffee
24. C: ( ?)
25. N: no, (0.7) (why?) every day ((mutter)) ok



26. (2.0)

27. C: how:: how do you (.) e:h get home? e::h do you take e::h the

28. transmilenio, a taxi, a car, a [b/u/s?

29. N: [ ( ) yes, I do e:h I take e:h in home at ↗Colombo, Transmilenio

30. y:: de Colombo in ↗work↓, in b/u/s \* in b/u/s\*

31. O: in bus::

32. N: \*bus::\*

33. (2.0)

34. C: how about you?

35. O: u::m I take u::m (.) the:: transmi: y u::m ( a walk) I go:: strai:ght work

36. in:: bus >in bus > a work

37. N: how about you Carolina?

38. C: e::h no, I not, I:: go e:h in moto/cicle/ (.) e::h moto/cicle/ e::m to my

39. home

40. color blue(k) e::h is the:: (.) is the:: house e::h at Colombo u::m Colombo

41. (a work)

42. (3.0)

43. O: [wow e:h really?] (1.0) really?

44. [((laughter)) ]

45. C: really

46. N: Do you ever fel /tired/ after class? (1.5)[ ]I mean do you usual'

47. need a

48. O: [I mean]

49. /break/ Olga?

50. O: yes, I: I need (1.5) a break e:h usually u::m in the after (work) I take

51. (lunch) I take (coffee) I (eat) e:h cookies ( ) ( ) ((giggle))

52. N: e:h I work (.) eh after (.) after (lunch) (eit) coffee, (eit) cookies (ei::t)

53. papaya

54. O: cookies,
55. N: \*cookies\*
56. N: [( )]
57. O: [(/potatos/ )]
58. C: /potatos/?
59. (5.0)
60. O: How about ↗ you?
61. (3.0) ((giggle))
62. C: I:: I ( mean(t) ) I:: fel /tired/ after ↗ work e::h I really a::h I really ned
63. e::h to relax
64. N: to relax, in the work?
65. C: in the work
66. ((laughter)) wow
67. C: e:h Do you work(.) in the evenings? e::h I mean(t) e:h do you have a
68. part time /job/?
69. N: No, I don't I, I: ↗ work ↓full time. How about you?
70. C: No, I don't, I:: e:h work /equals/: full time
71. N: full time
72. O: ( ) ( ) ( )
73. C: too, me too
74. (8.0)
75. Reading on the board (who has the most unusual routines?)
76. (10) ((mutter))
77. (5.0)
78. O: I: (4) I have the most unusual e:h routines: /biko:us/ (3.0) I:: I go to
79. the gym (2.0) I don' (.) I do::n't have (.) a lot of (.) time
80. (6.0)
81. O: U:m I:: don't e::h ((teacher interrupts)) ↗ exercise, (in class) (2.0) I don't

82. have a lot of (.)free time
83. ((cough))
84. C: For example, I don' (1.0) e:h go to the gym. I go (.) I go to the gym (.)
85. ok.
86. O: for example, I go e:h take a class in the morning. Don't go to the gym
87. N: ((switches to Spanish to ask N and C for clarification regarding the last
88. teacher's instruction)) (pero me toca aclarar lo que yo conteste?)
89. O: sí
90. N: ( significado de "routines")routines? I
91. have the most unusual /rutines/ in the morning (.) in the ↗colombo (.)
92. take bus
93. O: ((to teacher)) unusual is (1.0) e:h what does unusual mean?
94. T: Unusual? Strange, different .
95. N: ah!, different?
96. T: not common
97. O: [a:h!
98. C: [a:h!
99. N: [a:h!
100. T: For example in this group who has (.) not common routines?
101. ((unintelligible)?
102. T: thank you

*Conversation 8*

Transcription conversations unit 6 (lesson C) September 25, 2008

Yadira, Jorge, Horacio, Camilo

1. Y: ok (.) the number one=
2. H: =you first
3. Y: I:: I:: (.) live in an interesting neighborhood
4. (2.0)
5. C: why?
6. Y: u:m because there are a lot >a lot of people
7. (4.0) ((laughter))
8. Y: ( ) (particular) ((laughter)) How about you?
9. C: u:m I live (0.7) i::n a crowded (1.0) neighborhood
10. H: a crowded? What's a crowded? E:h
11. J: many people
12. H: a::h many people
13. C: because there are a lot of people, a lot of cars, a lot of stores, a lot of pollution
14. Y. where where do you live?
15. C: I live in restrepo
16. (4.0)
17. J: Interesting
18. Y: interesting ((laughter)) [(how many people...)]
19. C: [very very interesting
20. Y: ((laughter))
21. C: e::h
22. Y: eh, what wha::t do you like (.) about your neighborhood?
23. (2.0)
24. C: e:h I like (.) the stores in my neighborhood (2.0) /because/ U::m the stores are bigs eh

25. have e::m a:: many store of (.) if all >all types (.) e:h jeans e::m jackets[ shoe
26. [
27. Y [ shoes [
28. H: [shoes Ok, I live in a, in a::: (2.0) in a (grit) neighborhood e::h
29. C: me too
30. J: why, why Horacio?
31. H: because is a good place (.) is e::h e::h no (.) no pollution (.) is very qui::et a::nd no
32. (1.5) \*good\*
33. Y: really? where do you live?
34. H: I live in in la Riviera (1.5) around to villas de Granada
35. Y: A::h!=
36. H: =is e::h near to:::[ near to Alamos
37. J: [Alamos
38. J: yes
39. Y: how about you George?
40. J: \*I\* I live in a (.) noisy neighborhood [ (1.0) neighbors (.) neighbors
41. Y [neighbourhood
42. Y: how about you George?
43. J: \*I\* I live in a (.) noisy neighborhood
44. Y: why?
45. J: Usually (noisy) on Fridays
46. Y: ((laughter))
47. J: is very noisy
48. C: where do you live?
49. J: en el sur, en la Coruña
50. H: ah yes, (very nice) ( ) ( ) number two?

51. J: three
52. H: three? \*h ok\*(3.0) I don't (.) I don't like some people
53. Y: ((aspiration)\*ay! Yes\* me, me too
54. H: really
55. C: me too
56. J: your neighbors?
57. H: some people (.) some people (2.0) no (.) no (.) no all the people (2.0) is a::h (.)
58. because, because some people are very ↑qui::et↓ is very very very very ( ) eso
59. >no no no (1.0) >\*no no no\*
60. Y: no?
61. H: (no like)
62. Y: no like ( ) no like them (3.0) e::h how about you e::h Camilo?
63. C: I don't like (1.0) the (.) clubs there
64. Y: \*there?\*
65. C: yes because they are very /dangerous/ e:r
66. Y: hum?
67. C: yes
68. H: a::h
69. C: yes
70. J: Restrepo ( )
71. C: yes, I prefer go:::
72. J: Its hot \*it's hot\*
73. ((laughter))
74. I prefer go to e:::h (fiftyband)
75. Y: fiftyband! Really?! A::y
76. C: eighty-two (1.0) to Restrepo no ((laughter)) to the center

77. Y: ((something unintelligible in Spanish))
78. (4.0)
79. C: How about you? E:h how about you?
80. (2.0)
81. J: a:h I (1.0) I like the stores in my neighborhood
82. C: why?
83. J: e:h (1.5) they are cheap
84. C: ok
85. J: very cheap
86. C: e::m, (2.0) ok, e::m
87. H: ok
88. C: ok, e:h \*the four\*
89. Y: number four (1.5) number four. I go to a lot of (1.5) no (.) maybe movies (1.0) there
90. (.) my neighbourhood, >because a::e:: about number ↑three (.)ike (.) I like the (.) eh
91. number two, I like the movies theatres in my neighbourhood (2.0)\*because\* (1.0)
92. because they are very (morly) then I go to (.) to a lot of movies there (0.5) hum
93. (4.0)
94. J: I (5.0) I (.) I don't do activities in my neighbourhood=
95. H: = you you don't go (.) you don't go:: any (.) any place in your neighbourhood?
96. I (.) I don't (1.0) my neighbourhood i::s (.) very small (.) there is no mall (.) there is no::
97. movie theatres (.) there is no:: ( ..el)
98. H: the parks
99. Y: there is (.) \*there is\* (1.0) there are (.) there are or...
100. H: the::: (.) /church/? (.) the::
101. (3.0)
102. Y: ah!?

103. H: the church? (2.0) how do you say ( )?
104. J: ah! /church/=
105. H: =/chaurch/ (1.0) don't...?
106. J: I don't; I don't ( )
107. H: NO? !
108. (3.0)
109. C: e:h (1.0) e:h I go to a lot of (.) bowling
110. Y: what what?
111. C: bowling
112. J: [AH!
113. Y: [AH!
114. H: [AH!
115. C: in my neighbourhood
116. C: yes (.) because I am /friend/ of the (1.0) \*boss of the ((giggle))\* of the
117. ↑bowling (.) and I pass all day \*all afternoon\*
118. Y: ay! Is cheap?=  
 119. C= yes because [ no, is very cheap  
 120. Y: [ay [is very cheap?  
 121. C: two [two  
 122. Y: [how [how much  
 123. H: [(how much pesos \*how\*)  
 124. C: Three (.) three hundred \*three hundred\*  
 125. H: \*the line?\*=  
 126. C: =eh. Yes [the line  
 127. H. [the line where?  
 128. C: three hundred



129. H: why? (1.0) >where where where where?
130. C: no three hundred five thousand
131. H: three hundred?
132. C: and in the second line e:h e:h in occasions (.) the man don't (2.0) the (.) the
133. shoes? \*don't\* I don't pay the shoes
134. Y: a::h is ↓free e:h \* the shoes is free\*
135. C: yes (.) eh the ma::n open the: rocol \*and listen music\*
136. ((12 unintelligible seconds))
137. Y: u::h Do you:: (.) go (.) shoppi::ng (.) in your neighbourhood?
138. (2.0)
139. H: U::m (2.0) no I don't (.) I don' I don't go shopping in my neighbourhood
140. ((teacher talks)) because in my neighbourhood there's no big stores.
141. T: who lives in the best neighbourhood?
142. ((laughter))
143. Y: I think that =
144. C: who lives?
145. H: Camilo for the:: (1.0) bolos, no more, no:
146. C: No::: the stores (2.0) the stores
147. J: the noisy
148. C: the noisy (.) the ( )
149. H: (\*good\*) because you do:n't /laiv/ around, no in ((giggle))
150. C: no:: but for me the Restrepo is for the (.) is near to all (1.0) if e::h Pass e::h bus
151. (.) for all (.) for all places of the city (.) Transmilenio very ↑near↓ (.) buses e::m
152. ja' the center is very near (1.0) for the:: north or=
153. H: = I prefer, I prefer e:h my neighbourhood
154. Y: yes? Camilo yes? Ah ok I prefer Restrepo

155. C: (first?)
156. H: No pues e::h ( ) ( )
157. Y: ah yes, no [por eso (.) no no no! Eso no quiere decir que:: ( )
158. H: [ ( ) more interesting
159. more interesting [for the::
160. J: [ for the (pregunt?) ( )
161. C: yes, the Restrepo is very good
162. Y: ((laughter))
163. C: but not for the plat ((giggle))
164. Y: La Riviera?
165. C: I don't know la Riviera
166. H: arou::nd [ ↑exito?
167. J: [ me neither

*Conversation 9*

Transcription conversations unit 6 (lesson C) September 25, 2008

Nini Olga Chirley

1. O: My neighborhood is a:: quiet
2. C: Rally?
3. O: There are a lot of (.) people (.) /old/ (3.0) is (.) is quiet \*u:m\* some (.) some people is
4. old (.) is old
5. C: yes?
6. O: \*only\* only old
7. C: what is you:: (.) you:: u::m [ neighbor? Neighbor?
8. N: [neighbors?
9. O: My neighborhood i:s:: (.) in Villa Mayor
10. C: ah yes
11. N: My neighbo:r hood is Gustavo Restrepo (0.7) I: /laiv/ e:h in (1.5) a:h (1.0) a /great/
12. e::m ( )
13. O: A /great/? Really? \*Really?\*
14. N: yes, e:h they are a lot of people:: and some /restaurants/ and uh a couple of (.) stores
15. O: Really? Is very nic::e
16. N: is very nice
17. O: in my neighborhood U::m (2.0) no: e:h no: There are (.) stores
18. N: ( ?)
19. (4.0) ((turned pages))
20. O: only only houses
21. N: in my neighborhood e:h (.) small stores (2.0) some small (3.0) ↑small ↓stores (1.0) e:h
22. (.) some
23. O: really? I don't (1.0) how about you?
24. N: My:: ((turning pages)) my /nebor/ (.) is e::h Bosque de las ↑Americas e::h old (.)
25. ↓Tintal (.) Tintal e::h Hayuelos e::h my /nebor/ is e::h I /laiv/ in e::h (/cualid/ /cualid/)

26. e::h (2.0) I love (.) I love (.) I love (.) I love you (.) I love my: (.) My:: /nebor/ for /cualid/
27. I like the mall in my neighbourhood (.) is e::h ↑Exito
28. N: in my neighbourhood the store is Carrefour
29. O: Carrefour?
30. N: yes
31. O: ok
32. C: in my /nebor/ local is u::m (.) Carrefour eam:: (old) Cafam
33. (2.0)
34. N: I like the:: parks in my neighbourhood (.) is very ↑nice (5.0) is (nice persons) big
35. ↑supermarket
36. O: yes
37. (3.0)
38. N: a lot of fast /fod/ place (3.0) how about you? ( )
39. O: I like the::: the parks in my neighbourhood u::m there are a couple of U::m parks (.)
40. are e::h big e::h are eh is beautiful
41. I like the house en mi neighbour (.) the house are /apartaments/ big e::h big u::m e:m
42. /buldings/? /buldings/
43. O: buildings
44. N: buildings
45. (3.0)
46. C: ok u::m no have, I (.) I don't have eh supermarket eh (2.0) /cerks/
47. O: around
48. C: around around (.) es um
49. (10)
50. O: Teacher, what does..? What does the word for lejos?
51. T: lejos? Far.

52. O: [far? Ok
53. C: [far?
54. N: [far?
55. O: ok, thanks
56. C: it's far ((giggle))
57. O: it's far
58. C: How do you go?
59. (4.0)
60. O: yeah, e:h (2.0) I go (2.0) a lot of ↑movies (.) arou::nd in Plaza de las ↑ Americas (.)
61. around around um here e:m Villa Mayor
62. C: yes? (2.0) /really/
63. N: Really
64. C: ((giggle)) time time (.) what time?
65. O: e::m fifteen (.) minutes
66. (3.0)
67. C: Eh Exito e:h Exito [ Villa Mayor es(t) to mar' eh supermarket?
68. O: [Villa Mayor mall
69. C: mall?
70. N: I go to:: a lot of eh (es) ↑mall (home center) eh e:m is eh (crowd) and big and (gru)
71. (2.0) (grus)
72. C: (are you) Gustavo Restrepo?
73. N: Gustavo restrepo in (eh) pla'=
74. C: =plazoleta (3.0) my ↑work (2.0) no activities (.) /usua' usually/ no activities
75. N: finish the (ads) (2.5) no?
76. C: no, (nada de es') no concerts (.) no movies (.) no ( )
77. N: In (0.7) my neighborhood (.) no concert (.) no movies (.) the movies is ( )

78. (5.0) ((unintelligible))

79. C: never is (1.0) more concert (2.0) in my neighbourhood (.) in supermarket (.) ↑exito

80. u::m the:: On /Sunday/ e:m (1.0) have e:h are are ciclovi

81. N: yes?

82. C: yes /aerobics/ u::m ↑ [aerobics (dance hall) dancing (.) is very nice (.) on

83. Sundays (.) on on Saturdays in the morning

84. N: in the ( )

85. (3.0)

86. C: Who lives in the:: (.) who lives in the best neighbourhood?

87. (4.0) ((teacher's talk))

88. C: yes my neighbourhood is (2.0) my neighbourhood

89. (4.0) ((unintelligible))

90. O: you too o::r you too

91. (6.0)

92. N: eh Exito is=

93. C: =ah yes

94. O: exito

95. N: Ciclovi

96. C: (/saito/ ) eh eh tai /teim/ time

97. N: time plaza de las ameritas

98. C: is around e::h people around people (1.5) apartaments

99. O: apartments

100. C: e::h ver[y nice (2.0) nice [

101. O: [is central

102. C: Nice

103. O: is quiet

104. C: is quiet                      security security security (.) it's some (resitial) ↑only e::h
105. policies e::h (all) e::h superseguro ((giggle)) around e:h escuela general Santander
106. (.) [yes (1.0) is very nice (.) is /quait/
107. N: my neighbourhood is (2.0) noisy (3.0) (tranmilenio) (/buses/)
108. (4.0)
109. O: some

*Conversation 10*

Transcription conversations unit 6 (lesson C) September 25, 2008

Cecilia (C) Maria C (M) Carolina (A)

1. C: I live in a (.) I live in an exci' (.) I live in an exciting neighbourhood.
2. (2.0)
3. M: Really? (2.0) me too e::h there is a quiet e:h there is e::h how about you
4. Carolina?
5. A: e::m e::m (2.0) e::H I live in (.) I live in a neighbor I live (1.5) a /grit/
6. neighbourhood
7. C: what is your neighbor' neighbourhood
8. A: e::h it's e:h Ciudad Montes
9. (1.5)
10. M: Ok my (.) >and your neighbourhood?
11. C: my neighbourhood is Candelaria
12. M: oh is nice
13. C: My neighbourhood has a lot of histories about Bogota (.) \*I like it\*
14. M: ↑Ok↓
15. A: how about you?
16. M: e:h I live (.) I live in Palermo (.) is near (.) is near the cen' (.) is central
17. A: ( )
18. M: hum (.) ok
19. C: I[:
20. A: [I /lik'/ e:h the:: houses e:h in my neighbourhood (2.0) e:h they are big (.)
21. big houses an:::d I like ( ) ( )
22. C: me too, I like the house in my neighbourhood, because the houses are beautiful
23. (.) and the archi' (.)/archi (.) tecture/ its inter(r)esting
24. C: um ok, really?



25. A: how about you?
26. M: I (.) I don't (.) I think (.) I like the supermarkets in my neighbourhood (.) Um
27. there are supermarkets (.) near in my apartment e::h ↑carulla ↑cafam and ↓exito
28. C: ah is very near e::h I don't like the:: some ↑people ↓there (.) in my
29. neighbourhood becau::se some ↑people (.) smoke marihuana near to my ↑house
30. (.) I don't like this (.) very bad
31. A: aromatic
32. C: ((laughter))It's aromatic yes but I don't like thi
33. ((giggles))
34. M: really?
35. C: really
36. M: me /neither/ e::h my problem is e::h there is a uniti' (.) a university exit e::h
37. e::h near in my apartment because is a lot of (.) </studies/? S (.) s (.) studies?
38. A: studients
39. M: studients
40. C: students
41. M: students (1.0) many (e)stores (.) for drink liquor?
42. C: u::m That clubs (.) discotheques=
43. M= ok, is terrible (.) a lot of car and motorcy' (.) /motorcycles/
44. C: u::m motorcycles
45. M: is terrible (1.0) [ e::m marihuana
46. C: [ e::h ((laughter)) with marihuana
47. (3.0)
48. A: me too ( )
49. M: Me?
50. C: uh guacala

51. M: me too
52. C: e:h
53. A: I don't like e:h (2.0) the stores e:h there's no e:h e:h stores e:m (3.0) (small)
54. C: the stores so (1.0) there's there's the stores are s:: [more small
55. A: [more small
56. C: ok (.) u:m I /walk/ (.) I ↑walk a ↑lot (.) in my neighbourhood
57. M: oh is interesting for /history/ [ ok e:h
58. C: [yes ah because e:m
59. because it's e:h safe and there are no more parks
60. (4.0)
61. M: Ok, me neither e:h in my neighbourhood e:h eh is near parks u:m I go: to a
62. lot of malls (.) movies (.) I near small Galerias (0.7) yes I walk e:h I e:h the ( )
63. many reataurants u:m many stores e:h many discotheques (.) is pio' pio' popular
64. C: How about you?
65. A: e:m I go to a lot of e:h games \*games\* e::h ↑champion (.)championship?
66. ((unintelligible))
67. C: M:: ya! (0.7) ok
68. U::m in your lif<sup>2</sup> in candelaria (.) restaurants expensive e:h cheaps u:h
69. C: well::, e:h the:: some restaurants are expensive (.) becau::se (.) I don't know.
70. Bu' but I:: another another restaurants is very cheap becau::se there are some
71. universities a::nd (he) (serves) pizza u:h hot dogs hamburgers (.) is very cheap
72. M: but e:h fast (.) [fast food
73. C: [fast food (.) fast food and the two possibilities: ↑expensive (.)
74. and [↓cheap
75. M: [cheap
76. C: ok, how about you Carolina?

77. A: A::h e::m restaurant e::m cheap e::h ( foods ) e::h
78. C: fast food?
79. A: fast food
80. C: is cheap e::h I don't (.9 I don't go in my neighbourhood I don't go to the
81. theatre (1.0) there
82. M: no?
83. C: I don't like this (.) but but the:: um a lot of people go to to:: my
84. neighbourhood to /theatre/ (.) but I don't like this
85. M: ok (.) really? u:m I do: How about you Carolina?
86. A: e::h I don't e::h I don't go eh shopping (1.0) e::h (there) there's:: no:: (.) >mall
87. C: I go shopping to San Victorino
88. M: yes?
89. C: is very near to my house ((giggle)) and I go (.) I I ↑walk (.) to San victorino (.)
90. is very I:: (.) I buy (1.0) a lot of things (is) very cheap.
91. M: oh, is very cheap
92. A: yes \*is very cheap\*
93. M: I don't (.) I don't shopping in Galerias ( )
94. (1.0)
95. C: no? (.) why?
96. M: ↑um:: I go shopping the small (.) other small (0.7) commercial u::m the:: I go
97. shopping unicenter \*unicenter\*
98. C: near ( ) ?
99. M: yes yes
100. C: I like my neighbourhood because the service e::h telephone e::h water
101. and elec↑trici\*ty\* is very cheap (.) becau::se e::h the:: ↑estrato? [
102. is number one

103. M:
104. [is one yes?
105. C: yes
106. ((6 unintelligible seconds)) ((teacher told them to read question on the
107. board))
108. C: I don't know who lives in the neigh' [ ( ) the best
109. Neighborhood
110. M: [ok
111. the best neighbourhood is e:h candelaria (1.0) ok the:: ((giggle)) Palermo
112. is nice neighbourhood e:h e:h (1.0) I'm (.) Ciudad Montes is ( )
113. \*neighbourhood\*
114. ((teacher gives instruction))
115. C: ((giggle)) obviously (.) obviously ((giggle)) obvious
116. M: Ok the best neighbourhood (.) is the::
117. (3.0)
118. A: Candelaria
119. M: is candelaria (.) ok (.) no problem (.) no problem \*ok, no problem\*
120. (2.0) e::a my neighbourhood is nice is ( ) is (there are) parks (.)
121. avenues e::h universities
122. C: it's safe
123. M: is safe(.) \*yes it's safe\*
124. C: my neighbourhood (.) (h) ( too ) safe
125. M: ( ) safe too (.) is many:: many transport
126. C: transport?
127. M: many transport (.) the bus the taxi ↑trasmi↓lenio e::h colectivos
128. C: all possibilities

129. M: all possibilities (1.0) is nice (2.0) ok, finish?
130. C: finish

*Conversation 11*

Transcription conversations unit 6 (lesson C) September 25, 2008

Daisy (D) Lenin (L) Jorge (J)

1. L: Start?
2. (3.0)
3. L: I live an exciting e:ah exciting neighbourhood (too?) (.) e::h
4. J: me too why?
5. ((9 unintelligible seconds))
6. J: why?
7. L: ah! E::h /because/ in my neighbourhood is the:: a lot of people (.) a lot of people (.) on
8. the weekends e:m my neighbourhood is (.) Americas (.) is next to the:: (4.0) mundo
9. aventura park
10. D: ((unintelligible))
11. L: a lot of ↗people 81.5) old ↗people on the weekends
12. D: yes
13. L: how about you? e::h=
14. D: =Daisy
15. L: Daisy
16. D: e::h because there's no much food e::a (1.0) the people i::s (1.0) old (2.0) e:m
17. J: ( ) ( ) old?
18. D: old \*is (very old)\* yes?
19. J: ye[s
20. L: [What 's your neighborhhod?
21. D: La Estrada
22. L: \*la Estrada\* (2-0) street e::h eighty? E::h ochenta?
23. D: No, e:h EH (.) Near e:a:: (.) Jardin ↗Botanico
24. L: ah near to::=
25. D: si \*near to\*Jardin Botanico

26. L: Botanical Garde[n ]
27. D: [mm] yes (1.0) a:h (2-0) how about you Jorge?
28. J: I live in Chapine/ro/ (.) I live a::h excellent e::m (1.0) neighborhood (.) there are a: a (.) a
29. lot of (.) ↗ people↓(-) lot of e::h [ (life)
30. L: [(old ladies)]
31. J: Lot of (.) of (.) cars (1.0) a lot of ↗ /restaurants/ (.) e::m (4.0) a lot of ↗ supermarkets↓
32. (1.5) a lot of=
33. L: =The church (.) the church (.) The church de:: Lourdes? Is the::=
34. D: =near= (.) near to Lourdes
35. L: yes e:a
36. J: the church?
37. L: Church ( ) de Lourdes
38. \*What\* (.) What does /lo:urds/?=
39. D: Lourdes ( ) ( )
40. J: ah! Lourdes!
41. D: Lourdes
42. A::ah e:m no
43. L: is near?
44. J: \*no\* e:h No e:h I eh I go to:: \*to\* ma' (.) to mass? Go to ↗ mass?
45. L: No, is e::ah ( ) ( ) the chu' (.) the Lourdes church(.) is near to the neighborhood
46. e::h.
47. J: yes (.) yes yes u::m i: is near
48. (4.0)
49. L: second questi[on ]
50. D: [yes]
51. (2.0)

52. L: e:m I like the store:: e::m (.) I like the mall (.) in my neighborhood (1.0) \*mall in my  
53. neighborhood\*=
54. D: =( ) neighborhood? (1.0) a mall?
55. J: a mall? (2.0) e::h mm::: no no
56. D: really? ((giggle))
57. J:no ((giggle continues)) I don't
58. (3.0)
59. D: why?
60. L: a::h the mall is the e::m (1-5) centro commercial (-) plaza de las americas=
61. D: = e::h
62. J: ( ) mall
63. D: yes
64. L: There are e:h ↗restaurants↓e::h \*boutiques\* a::h=
65. J: = (                      unintelligible                      ) many clubs e::h next
66. to=
67. L:=clubs
68. J: clubs (.) taxi=
69. D: yes
70. L: = ah! Clubs! Yes
71. J:many clubs
72. L:cuadra picha a::h
73. J: yes ((laughter))
74. L: many (.) many ↗many::=
75. D: =Do you (work)? do you go?
76. L: no, I don't(.) go:: (1.5) (any) clubs in:: (.) in the neighborhood (1.0) is dangerous
77. J: yeah



78. L: is (dangerous) the::=

79. D:=do you like [the]

80. L: [the ](\_\_\_\_ia) in Bogota is the::: u::m very:: >dangerous

81. J: non safety

82. L: The First (.) place (.) in Bogota in (\_\_\_\_ia)

83. (7.0)

84. L: e::h (\*how about you?\* U:h)

85. D:how about you?

86. L: \*how about you?\*

87. J: i:n (.) in Chapine/ro/ e:h (2.0) there are (3-0) a:h there are the house are big (.) house

88. big a:h e::h be' beau' beauti' park e::m (2.0) e:h two:: two ↗ mall (.) two mall (.) Carulla

89. and (.) ↗exitto

90. L:supermarkets

91. D: [\*su]permarkets\*=

92. J= [si ] oh ok (.) excuse me (.) Supermarket (.) \*no mall\*

93. L: the mall is e::h casa grajales e::h e::m Galerías?=  
 94. J: =is near (.) e:h is e::m (1.5) the seven (.) avenue (.) San Martin (.) \*San Martin\*

95. (1.0)the ma' the mall San ↗Martin↓, es:: is seven avenue (.) thirty:: ↗seven?=  
 96. L: thirty [seven]

97. J: [seven] e:h Orquidea ↗Real?=  
 98. L: =ah! ((background noise))

99. J: San Martin e:h in this mall (.) (mall?) yes=  
 100. L: = yes

101. (3.0)

102. J: yo' you now

103. L: (yeah) this is no shopping mall (.) is eh santafe

104. (1.0)
105. J: Mall is santafe?
106. L: yes (.) Chapinero is e:h ( ) e:h=
107. J:=(Mall) is Galerias (.) near ( ) San Martin=
108. D: = yes
109. L: \*yes\*
110. D: near Chapinero ((giggle)) e::m I li::ke the parks in my:: neighbor/hods/
111. L: \*neighbor/hods/ can you repeat?\*
112. D: I like the (.) I like the parks (.) in my:: neighbor/hods/ e::h the park(.) the park
113. eh
114. big e::h there are big and beautiful parks eh e:m (1.5) em Jardin Botanico?=  
115. L: =E::m botanical garden
116. D: Botanica' Botanical garden
117. L:in this case is e::h Jardin Botanico
118. D: yes. E::m em Simon Bolivar, e:h Salitre pla' eh Salitre mágico e:m different
119. park
120. (1.5) is (.) is very big
121. L:bigger
122. D: bigger yes (2.) e::m
123. L:this is the:: neighborhood (.) the best
124. ((teacher gives instructions))
125. L: I decision (.) the best neighborhood is e::h is e::h=
126. J: Daisy
127. L: Daisy
128. J: Daisy
129. L: the parks (.) ↗bigger↓ (.) near to the:: eh (.) ↗malls↓

130. J: people old
131. L: the:: em (.) ↗ botanical garden↓
132. D: yes
133. L: is the ↗ central↓
134. D: central (.) yes (.) is is central
135. L: my neighborhood is very ( )
136. ((unintelligible))
137. D: my neighborhood is (.) is >↗ dangerous↓ is near a::h ↗ las Ferias↓ las ferias↓ y:
138. las ferias is da' (.) is dangerous ((giggle))
139. J: \*ok\*
140. L: Samper Mendoza:: ah: Samper Mendoza?
141. D: No no (.) is (4.0) far
142. J: I (1.0) don't ↗ like? I don't like the (.) traffic (.) (there)
143. (3.0)
144. L: ((unintelligible))
145. D: ah yes, three (.) I don't like (.) three
146. J: I go to:::=
147. D:= ((giggle)) three
148. J: a lot of clubs in my neighborhood
149. (4.0)
150. L: me neither
151. (3.0)
152. J: e::h (.) I (.) I go to a lot of (.) cafeterias in my (.) neighborhood (1.0) eh I like go
153. (.) ( \_\_\_\_\_ my \_\_\_\_\_) (1.5) in /faifty/- seven? (1.0) is near my:: (.) \*building
154. (apartment)\* (.) apartment building (.) (the apartment \_\_\_\_\_)
155. (2.0)

- 156. D: yes
- 157. T : did you finish?
- 158. L: yes
- 159. D: \*yes teacher\*
- 160. T: Ok (.) thank you

## Appendix 7: A coded conversation

## Transcription c

onversations unit 5 (lesson C) September 18, 2008

## Daisy and Horacio

1. H: Good morning Daisy
2. D: Good morning Horacio ((laughter))
3. H: [ok, you go first
4. D: [How are YOU?
5. H: Fl::n::e! (.) e:h how about you?
6. D: \*fine, thank you\*
7. H: \*ok\* (.) OK, you go first
8. D: a:h (.) ↑question first?
9. H: [e:r]
10. D: [I? ]
11. H: YES,=
12. D: =yes? =
13. H: =\*yes yes yes yes\*
14. (2.0)
15. D: e::h what do you do, (1.0) what do you do after class? (1.5) do you go out for ↑coffee?
16. H: e::h (.) the intonation? The intonation (0.7) what do you (.) what do you do after ↓class? Do
17. you go out (.) [for ↑coffee? ]
18. D: [for ↑coffee?]
19. H: The:: [question] is in the second part (.) >yes eh, please? Is e::h (2.0) ok=
20. D: [question]
21. D: =change
22. H: \*yes\* yes yes yes [the intonation
23. D: [change the words a::nd ah (.) to (.) (\*bue[no\*)=
24. H: =ok
25. D: ok, (0.7) what do you do after ↑class? Do you goout for ↑coffee?
26. H: e::m:: (.) I:: (.) I:: go:: af I : go:: I:: I \*after class,\* (.) >I afte (.) I go:: (.) I go to the:: (.) to the
27. ↑work, =
28. D: =(before) (\*work\*) [after class?]
29. H: [I go (.) I go ] to the ↑wo::rk (.) and I:: eat a ↑breakfast (0.7) in some
30. opportunities (.) a::nd
31. D: eh, breakfast e::h, near here?
32. H: [e::h, no around ]
33. D: [( ) (this) place]
34. H: around here in the:: ↑cafeteria?
35. D: ah, yes
36. H: in the:: (1.0) in the cafeteria around here (0.7) around ↓here
37. D: ah [ok
38. H: [ yes? is more ↓typical. (1.5) ↓activity. (0.7) eh how about ↑you?
39. D: a::h, I don't. I go:: to I go to ↑work, (0.5) an' in the work (tak) a coffee (.) \*no more\* (y)
40. H: the cafeteria is eh (.) >in the work? (1.0) in the:: (.) I don' understand (.) >you go, you go:: (.)
41. you go to the ↓work.
42. D: eh, the after ↑class=

43. H: =after  
 44. D: ah, I go to the:, I go to the work after cla[ss  
 45. H: [yes  
 46. D: eh, in the work e:h I take coffee  
 47. H: a::h no more  
 48. : no more  
 49. H: one coffee [ no more  
 50. D: [the: (.) yeah \*no more\*  
 51. H: ah, (1.0) \*yes\*  
 52. (2.0)  
 53. D: e:h, sometimes eh go cafeterja in (.) near here.  
 54. : yes?  
 55. D: yeah  
 56. H: a:h (0.7) ah yes! (2.0) e::h ↑Daisy How do you get hom::e? e::h Do you take e::h \*the\* eh  
 57. ↑transmilenio or ↑taxi or ↑bus?  
 58. D: ((giggle)) yes, I do I take a:: I take to (.) I take a bus  
 59. H: a bus?  
 60. D: a bus. How about you?  
 61. H: e:h, no I go e:h (.) e::m  
 62. D: (bike?) (bike?) or:::  
 63. H: yes, u:m ((sigh)) how do you say eh ↑caminando?(2.0) e:m  
 64. D: one moment, (1.0) one mome:nt ((sigh)) one moment (.) look  
 65. H: ( ) r/U/n? r/U/n r/U/n  
 66. r/U/n  
 67. D: [run e:m I think, I think r/U/n  
 68. H: r/U/n (0.5) r/U/n is posible  
 69. D: yes  
 70. H: yes (1.0) yes, because I work e::h because I work around here  
 71. D: a::h

## Appendix 9: Conversation strategies typology

1. Strategies to start conversations	1.1 Greeting					
	1.2 Referring to assigned initiation					
	1.3 Referring to aspects of immediate context					
	1.4 Negotiating who starts					
2. Strategies to keep conversations going	2.1 Take turns	2.1.1 Taking the floor	i. Negotiating initiation			
			ii. Asking questions	a. Complete questions b. Key words		
			iii. Responding	c. Short d. Extra info		
			iv. Making comments	e. Assessment (reactive token)		
			v. Interrupting	f. To repair g. To ask for clarification		
		2.1.2 Holding the floor	i. Asking and responding			
			ii. Self- repairing			
			iii. Using similar sounding words			
			iv. Stalling (Taking time to think)	a. <i>erring</i> or <i>umming</i> b. <i>prolongation</i> of sounds c. self-repetition d. short pauses		
			v. Code switching	e. Metalingual f. Phatic		
			vi. Raising intonation			
		2.1.3 Yielding the floor	i. Responding with Short responses	a. acknowledging others- topic construction b. abandoning one’s topic construction c. Repeating		
			ii. Assessing what one has said			
			iii. Asking questions	d. Returning ( <i>how about you</i> )		
			iv. Not overlapping or latching			
			v. Using falling intonation			
			vi. Stressing pronouns			
		2.1.4 Co-constructing the turn	i. Offering to co-construct others turn	a. Responding b. Asking questions c. Repairing others turn d. Helping to (complete) remember		
			ii. Asking for help in co-construction	e. Asking for repair f. Asking to be reminded of forgotten info		
			2.2 Construct topics	2.2.1 Making a topic evolve	i. own	a. Giving details b. Asking for shared knowledge
					ii. others’	c. Asking for details d. Confirming shared knowledge
		2.2.2 Starting a new topic		i. provided initiation	e. Question f. Statement	
				ii. own initiation	g. As the result of an expansion h. As the result of a language problem	
		2.2.3 Return to initial topics		i. Responding to original initiation		
	ii. Re-stating the original initiation					
	2.2.4 Finishing topics	i. Completion of everybody’s turns and topics				
		ii. Assessing what has been said				
		iii. conclusion markers	i. Eming and erring j. Ok k. Long silences / pauses			
		3 Strategies to finish conversations	3.1 Acknowledging completion of topics	i. Expressions (OK)		
				ii. Silence		
	3.2 Thanking after completion					
	3.3 Teacher interruption					

Table 8: Strategies beginner students resort to after three-month period of pragmatic instruction.